

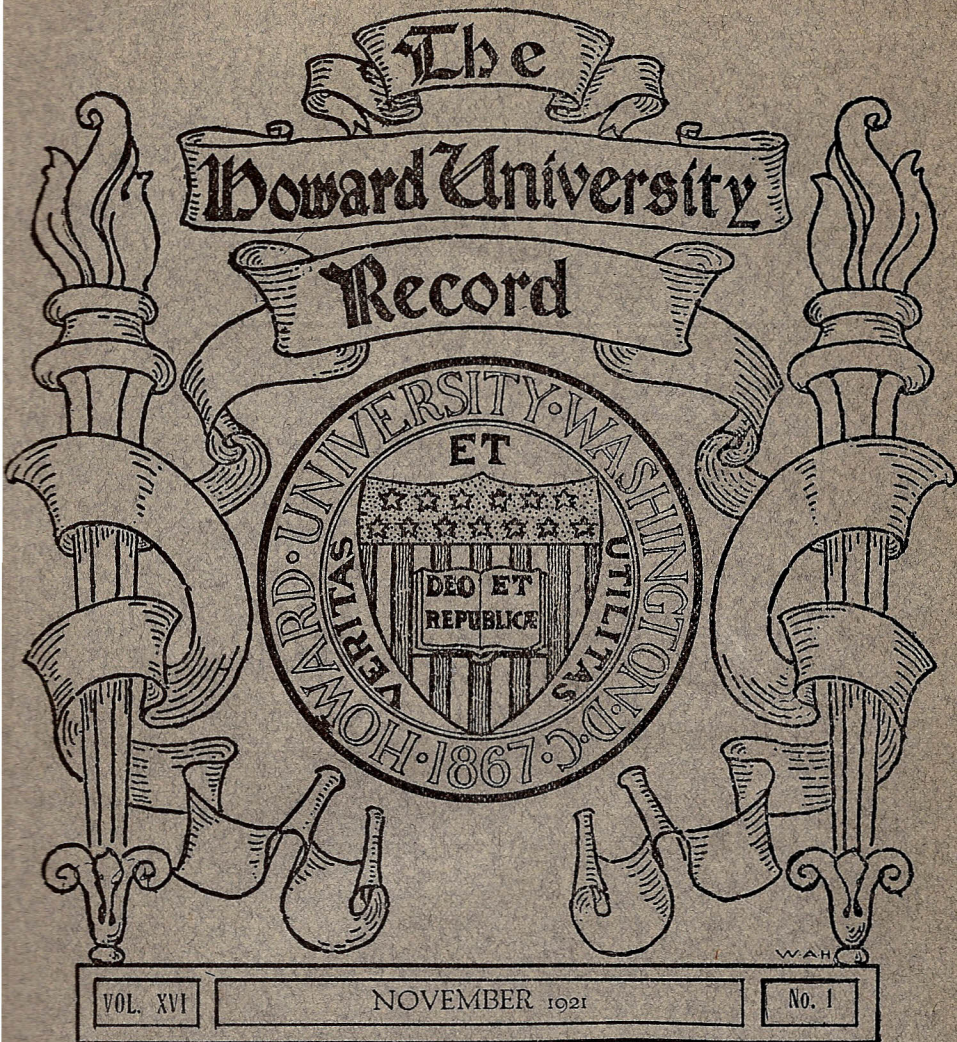
HURecord, Vol. 16, No. 1

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Editorials

Opening Address of President Durkee to the Students
Howard University's Fifty-Second Annual Commencement
Commencement Address

Salutatory Address Delivered at Class Day Exercises

Valedictory Address Delivered at Class Day Exercises

The Classics for America

Alumni Notes

University Notes

Undergraduate Life

Undergraduate Opinion

Counterweights

HOWARD UNIVERSITY WASHINGTON, D. C.

Founded by GENERAL O. O. HOWARD

J. STANLEY DURKEE, A. M., Ph. D., D. D., President
EMMETT J. SCOTT, A. M., LL. D., Secretary-Treasurer

COLLEGIATE AND PROFESSIONAL SCHOOLS

Junior College, covering the Freshman and Sophomore years and leading to the Senior Schools.

Senior Schools, consisting of the Schools of Liberal Arts, Education, Journalism, and Commerce and Finance, granting respectively the degrees, A. B. or B. S., A. B. or B. S. in Education; B. S. in Journalism; B. S. in Commerce and Finance.

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School of Law, three year course, granting the degree of LL. B.

School of Medicine, including Medical, Dental, Pharmaceutical Colleges. Four year courses for Medical and Dental students; three year course for Pharmaceutical students.

Following degrees granted: M. D., D. D. S., Phar. C.

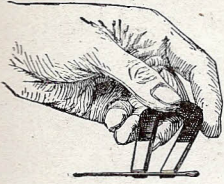
Students may enter for collegiate work at the beginning of any quarter.

REGISTRATION	Autumn Quarter	September 28, 29, 30, 1921
	Winter Quarter	January 3, 4, 1922
	Spring Quarter	March 18, 20, 1922

FOR CATALOG AND INFORMATION WRITE

HOWARD UNIVERSITY F. D. WILKINSON, Registrar

WASHINGTON, D. C.



Why Is Iron Magnetic?

A horse-shoe magnet attracts a steel needle. But why? We don't know exactly. We do know that electricity and magnetism are related.

In dynamos and motors we apply electro-magnetic effects. All our power-stations, lighting systems, electric traction and motor drives, even the ignition systems of our automobiles, depend upon these magnetic effects which we use and do not understand.

Perhaps if we understood them we could utilize them much more efficiently. Perhaps we could discover combinations of metals more magnetic than iron.

The Research Laboratories of the General Electric Company investigate magnetism by trying to find out more about electrons and their arrangement in atoms.

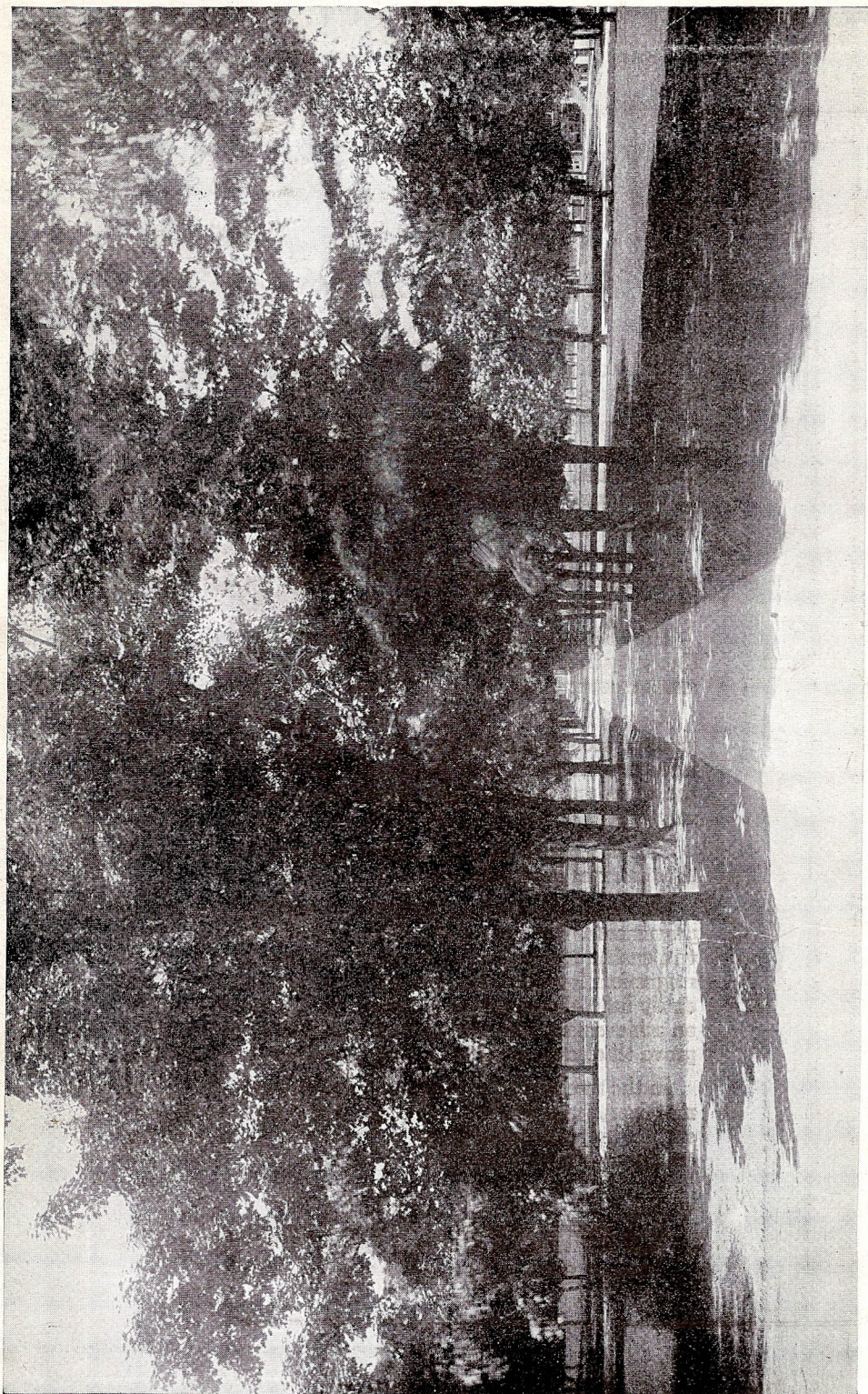
X-rays have shown that each iron atom consists of electrons grouped around a central nucleus—like planets around an infinitesimal sun. X-rays enable us to some extent to see into the atom and may at last reveal to us what makes for magnetism.

This is research in pure science, and nothing else. Only thus can real progress be made.

Studies of this kind are constantly resulting in minor improvements. But some day a discovery may be made which will enable a metallurgist to work out the formula for a magnetic alloy which has not yet been cast, but which will surely have the properties required. Such a result would be an achievement with tremendous possibilities. It would improve all electric generators, motors, and magnetic devices.

In the meantime the continual improvement in electrical machinery proceeds, in lesser steps. These summed up, constitute the phenomenal progress experienced in the electrical art during the past twenty-five years.

General Electric
General Office Company Schenectady,
N. Y.
95-453FB



THE LONG WALK — A NEW VIEW

THE HOWARD UNIVERSITY RECORD

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HOWARD UNIVERSITY

Washington, D. C.

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VOL. XVI

NOVEMBER 1921

No. 1

Editorials

THE NEW YEAR AT HOWARD, 1921-22.

At no other time during the more than half century of her existence has Howard University begun a scholastic year under more encouraging conditions than at the beginning of the Autumn quarter, Monday, October 3.

In spite of the rigid and exacting application of standard college entrance requirements, as well as of promotion regulations, nearly nine hundred students have registered in the College alone as candidates for the different academic degrees offered by the several senior schools. The professional schools also report increased registration in their several departments. Up to October 15, the enrollment in schools of Medicine, Dentistry, and Pharmacy totalled 475. The School of Law on the same date reported 134 registrations; 250, including correspondence classes, have entered the School of Religion—a grand total of 1,762 to date.

The fact that four professors of the academic staff, who during the year 1920-21 enjoyed a leave of absence in advanced study at several of our American universities have this year resumed their work in the College, and the fact that four new members of teaching experience have been added to the faculty should have the effect of increasing the range and quality of instruction in the departments of study affected.

The increasing efficiency of the well equipped and well conducted Registrar's office gives assurance that programs and schedules will be faithfully observed, and records accurately kept. Numerous other administrative aids in carrying out the educational program have been put into operation.

Work has already begun on the new Home Economics Building, the breaking of the ground for which took place as one of the features of the last commencement exercises. There are many evidences of physical improvements to buildings and grounds which add greatly to the convenience and pleasure of the university community. The making of cement walks from the Main Building and from the Rankin Memorial Chapel to Science Hall, the building of cement steps which offer an easy

entrance to Science Hall and to the University grounds on the Sixth Street side, and the general improvement of the lawns on the south campus meet a long-felt need.

The opening address of President Durkee was made at the Chapel hour, Wednesday, October 5. This address, which appears in full elsewhere in the RECORD, served as a source of inspiration to the assembled faculty and students. He emphasized character and scholarship as the ideals for which Howard stands. The exercises were concluded with the singing of "Alma Mater" by the entire audience.

The RECORD is happy to note the wholesome spirit of helpfulness and co-operation which seems to pervade the entire University community, and feels certain that it augurs a successful year for every interest of dear old Howard. This publication will certainly strive to unite in devoted interest and sentiment all of those who make up the constituency of the University.

G. M. L.

IN MEMORY OF THE LATE DEAN LEIGHTON.

SINCE our last issue the University sustained a great loss in the death of Professor Benjamin Farnsworth Leighton, who for almost half a century served as professor and dean in the School of Law. Dean Leighton passed away at his late residence in this city at 7 o'clock in the evening, July 5, 1921.

At this time, in advance of memorial ceremonies in honor of the late dean to be conducted under the auspices of the faculty of law, we can do nothing more fitting, perhaps, than to reproduce the following letter which was sent to Mrs. Leighton the day before the funeral.

"Washington, D. C., July 7, 1921.

"Mrs. Sarah A. Leighton,
1715 22nd Street, N. W.,
Washington, D. C.

"DEAR MRS. LEIGHTON:

"In the absence of Dean Richardson, it devolves upon me to inform you that the School of Law has heard with profound regret of the death of our honored Dean Emeritus, Professor B. F. Leighton.

"In no other building in the city of Washington will the passing of Dr. Leighton be felt in the same way it is felt at 420 5th Street, N. W. Although those who loved Dr. Leighton in his lifetime and now mourn his loss be legion in number, even so in no group of hearts will news of his death arouse such poignant regret as will grip the hearts of the thousands of colored men and women who came under the benign influence

of the deceased during his service for the great uplift at Howard University. Here alone he was Dean. Here he served both his God and his fellowman, as he served no other cause anywhere. Here he stood his ground for forty years, giving the best there was in him, holding without apology and with an unflinching courage a post which others dared not share with him for an hour. Surely, then, of such a man as Dean Leighton, at this time when his mortal remains await consignment to their final resting place, it must be heralded far and wide that 'a hero and a great man is fallen in Israel today.'

"I beg of you to accept this all too inadequate expression on behalf of the School of Law, pending further and more appropriate action by the faculty of law at a later date.

"Yours faithfully,

"JAMES C. WATERS, JR.,

"Secretary."

At the funeral both the University and the School of Law were represented, and in addition Dr. Scott, the Secretary-Treasurer, sent a beautiful floral piece. The colored members of the District of Columbia bar, most of whom had been pupils of the late Dean, also sent a large floral piece. These two floral offerings, one on the right, the other on the left, at the head of the casket, formed a silent, touching tribute to the life and services of the deceased by men and women who know only too well what it means to receive and to appreciate true service such as that of the new departed teacher.

It is understood that special memorial ceremonies in honor of the late Dean will be held later in the fall. A full account will appear in the RECORD. A letter from Mrs. Leighton acknowledging the floral tribute follows:

"1715 Twenty-second Street, July 14, 1921.

"Officers and Teachers of Howard University:

"Allow me to thank you for the beautiful flowers sent and the deep sympathy expressed. It means much to me, knowing as I do the great interest my dear husband has had in Howard University for so many years.

"Accept my thanks most sincerely.

"MRS. B. F. LEIGHTON."

GREY DAYS.

THERE is a song called "Grey Days," and it is such a beautiful thing. As the composer wrote it he must have sat by a window gazing out upon a dreary old world, stripped of its bright yellow sun-coat and clothed instead in vast, neutral tones of ashen, placid and sombre. Now this sounds very dull, very gloomy, this talk of a dreary, grey world, but look and see for yourself the soft, sweet subtleness of the grey days' charm.

From the topmost floor of the main building of Howard University, two persons stood watching a hard downpour of rain. One of the two stared far away, across the low-topped buildings of southern old Washington out into the blue-grey vagueness, and with his eyes drunk in the day. The other of the two looked directly down into the sullen shadow of a near-by building, saw only the rain-washed, dark-red brick of the then solemn structure, and sighed resignedly at the weather. The first man said it was beautiful out there; the other wanted to know *what* was beautiful. The first man had *looked* for beauty and had found it; the other was far too blind, and saw only the inconvenience caused by the wet, dripping trees, and splashy pools.

Smiles, as bright and cheerful as they be, doubtless would not be smiles if there were no tears; sunshine, as glorious as it is, would tire restless mortals if it were not veiled sometimes in grey. Oh, the Creator who designed it all knew well His art. He made the drab neutrals to replace the bright yellow, when the sun steals away to rest.

Grey days! The days of dreaming and chumming with books; the days that creep into hearts and beings and whisper—what? The days that lend to some their greyness, and lend to others their charm; that make some say it is just bad weather, and make others gaze and admire. Grey days are thinking days—dreaming days—wishing days, days when the body rests and the mind plays. Look at them and *scowl*, and they'll weary you with cloudy morbidness; live in them and find beauty, and they'll charm you with misty enchantment.

O. G.



The Late Dean B. F. Leighton

Special Articles

OPENING ADDRESS OF PRESIDENT DURKEE TO THE STUDENTS

OCTOBER 5, 1921.

THE opening of a College Year is an event of great significance. Former students come back with an enlarged understanding and keener appreciation of the value of college atmosphere, seclusion for study, and opportunity to discuss life problems with teachers of ripening experience. New students come with ideals to be made real, friendships to be formed, horizons to be broadened, and to show to themselves and to others whether they really learned the lessons taught them in the supervised years of grade and high school work and are now able to be entrusted with self control, in the newer freedom of college life.

Howard University welcomes her former students and her new students with a welcome such as only an old mother knows how to give. Here are her walks and lawns, and trees and flowers. Here are her halls for rest, for study for research. Here are her officers using every energy with which they have been endowed to beautify, to enlarge, and to make inspiring your surroundings. Here are her teachers eager to discuss with you all your problems, glad to share with you their knowledge gained through the years and most hopeful that you will so use your precious hours that you will become fitted to play your largest part in the great throbbing world that ever needs the guidance of trained intellects and consecrated hearts.

There could be no more propitious hour than the present in which to point out to you just the things for which Howard University stands, tell you what the University expects of you, and, if possible, open your eyes to the agencies available to you for your noblest development.

I. THE THINGS FOR WHICH THE UNIVERSITY STANDS.

First in the list of all attainments is *character*. Character is the cornerstone and the capstone of all education, of all life. There is no such thing as education without character. Just to have a few of the faculties trained, courting dollars or reading disease or learning law, is not education. That man only is *educated* who has learned to bring his attention under the control of his will, and his will under the control of the highest moral authority of the universe.

Second in the list of the attainments is *scholarship*. The University desires to send from her halls young men and women of scholarly attain-

ments; those who have become imbued with the royal spirit of the arts, the sciences, the humanities.

The University is not looking for a horde of students; she is looking for the choice company of ripening scholars. She is glad to do all she can for those young men and women who, either because of a lack of mental endowment or inability of application just manage to meet the minimum requirement for graduation, but her pride rests in those whose minds and hearts become saturated with the love of knowledge and who learn how to make useful that knowledge for the largest number of people.

The minimum requirements are ever rising. I am happy indeed to inform you that a commission of highest standing in the college world, after most careful investigation, has recommended that Howard University School of Liberal Arts be given "first class" rating.

To have gained such a standing among the colleges of the land is cause for greatest congratulation. Permit me to quote two sentences from a personal letter.

"The approval could not have been given had not a thorough-going scheme for sifting your students at entrance been in operation. Further the measures you have adopted to lift the level of instruction greatly influenced the decision."

My own rejoicing mingles with yours because of such a distinction won. I congratulate you, I congratulate the race, I congratulate our America. Such advance points to a great, new era of life. But this standing is only the beginning. We congratulate ourselves, only to turn eagerly and ask, "What more?" The University will never be satisfied until every college of her number is not only in the class of highest rate among similar colleges of the land, but also leading in higher standards and more efficient research.

You students this year have a rare privilege in training under the guidance of some of the finest teachers that this race or any race has produced. I trust you will show your recognition of such a privilege by the high standard of work and character you will maintain.

II. WHAT THE UNIVERSITY EXPECTS OF YOU.

First, a spirit of appreciation. These grounds and buildings, these officers and faculties, this history of achievement—all have been gained under greatest struggle and privation, for you. Appreciate it all, and prove it. Appreciation is one of the finest flowers of human culture. It is easy to see those things we dislike; those things which annoy or oppress us. The world has a large population of grouches and faultfinders. They are very prominent in church and state and school and society. The only possible notoriety for some people lies in their ability to scold or malign or prophecy evil. We need today a renaissance of appreciation. I would

not have you infer that I counsel acquiescence with the present wrongs under which we all suffer. A spineless being is rightly classed in the lowest orders of life. I would have you strike, and that with clean, long, determined blows, against every injustice and wrong. In no other way can any of us prove our worth amid the highest forces of world construction. But, he who strikes out at any wrong, without a real appreciation of all the rights and privileges which have been gained for him in the past, and are his today, becomes but a madman or an idiot.

Howard University expects of you your best in aggressive warfare against all wrong, but in a spirit of understanding and knowledge and judgment.

The University also expects of you an eager co-operation for all the best things. That, of course, does not mean a blind following of any dictatorial super-beings. This administration, from the first hour of its life, has constantly repeated, "Come now and let us reason together." No one person or group of persons has *the supreme wisdom*. In the multitude of councilors the nearest approach to the highest wisdom may be gained. Through all the agencies which have been created here at the University for co-operation of officers and faculties and students, let us constantly seek not those things which may please or prosper us individually, but rather those things which shall further the interests of all, and all be subject to the noblest interpretation of democratic government.

Certainly, the University has a right to expect that you will ever strive to *worthily represent* your Alma Mater. There is a song you love to sing, "Howard, I Love Old Howard." True love is shown not so much in words as in deeds. Not every one who says or sings, "Howard, I Love Old Howard," enters into the kingdom of her worthy children.

To live below your best, to be anything less than you can be, this were a sin to yourself and a crime to your University. Ever remember that you are more than your individual selves. On athletic field, on the platform of debate, in every public or private function, keep constantly in mind that you are not your own, but are bought with a price of sacrifice and struggle and consecration, which, if rightly computed, values you beyond price—values you for what you can become in service to your world and your God.

III. THE AGENCIES AVAILABLE FOR YOUR NOBLEST DEVELOPMENT.

First I put the religious agencies of the University and of our city. Howard University is in no sense denominational. No one religious sect or belief has more voice or influence here than any other. Yet the University does stand for a true religion of head and heart. The University was born in a prayer meeting. Prayer to Almighty God was the creative faith of that interpid founder, Gen. O. O. Howard. You who have heard his son tell of those early struggles, realize how every foot of this campus

and every brick of those first buildings were acquired by a faith created by prayer. Godly men and women have ever been her leaders. Almighty God will ever be the Father and friend of every son and daughter of Howard so long as the University stands true to her birthright.

Therefore, I say to you students avail yourselves, at once, of the religious forces here awaiting you. Become an active member of the Y. M. C. A., the Y. W. C. A., the classes for Bible Study, the societies which stand for highest moral and religious truth. Attend regularly in the city the church of your choice. Bring your temporary membership and become very active with the church you choose and love. From November to April, each Sabbath afternoon while College is in session, the President or some other speaker conducts vesper services in the chapel. A daily chapel service aims to widen your horizons and increase your faith. All these religious agencies are yours. Use them for your highest intellectual and spiritual advancement.

A second agency is that of College friendships. Be friendly. Make friends. Radiate friendship. The man without real friends is never to be trusted. Each of us is like the rest of us. There is no new temptation, no new sin, no new salvation. Nothing may come to you that is not common to all. Therefore, all are needed by each, and each is needed by all. So, I say, make friends. Learn the common burdens, hopes, ambitions, and gain the common victories together. There is a friendship of *student* and *teacher* that is as lasting as life itself. Make friends of your teachers. I need not say, however, no teacher worthy of the name will ever be the friend of a sluggard. If you want life's best companions and friends make yourselves worthy by ideals and by earnest work.

A third agency which is yours, and which ever will remain so priceless, is that of books. Books are but the stored-up thoughts of men and women of the ages. From books you may learn all that man has thought and hoped and dreamed and visioned and accomplished. From books you may learn to bear to endure and to achieve what man has borne, endured and achieved before. Here they are—the clearest thinkers, the greatest dreamers, the noblest reformers, the sweetest singers, the most far visioned prophets, and they wait on library shelves for the coming of your eager mind and heart. They will ever be patient with your slowness of understanding. They will never chide your plodding ways. Over and over again they will repeat to you, until you, at last, absorb all their great thoughts and yourself become great, in thinking. Students, know books! Know the best books! Know *intimately, personally*, a few of the great thinkers in each realm of art. Spend just time enough with the daily papers and the magazines to know current thought and the direction of public opinion, then turn to books which have proved their worth by their world influence. Do not waste an hour in useless chatting or harmful gossip, but spend every possible hour in the University library saturating your mind and heart with the trials and triumphs of those who have proven themselves worthy to be your intellectual and spiritual

guides.

I have thus spoken of the things for which the University stands, emphasizing especially character and scholarship. I have revealed the expectations with which the University welcomes you to this new year. I have asked for your appreciation, your co-operation and your worthy representation. I have also called attention to the agencies which here offer themselves to you as ladder rungs upon which you may climb to higher levels. By the force of that real religious life which is the only true guide; by the lasting friendships which bless human living, by books which mark the highways of human endeavor across the centuries gone; by all these agencies, you will be moulded and fitted for your largest place, and greatest achievement, in your day and generation.

HOWARD UNIVERSITY'S FIFTY-SECOND ANNUAL
COMMENCEMENT, FRIDAY, JUNE THE TENTH,
NINETEEN HUNDRED AND TWENTY-ONE.

ONE hundred sixty-nine (169) degrees were conferred upon graduates of the Howard University by Dr. J. Stanley Durkee, President of the University, at the Fifty-second Annual Commencement exercises held on the University campus Friday, June 10, 1921. The honorary degree of Doctor of Science was conferred upon Dr. Charles E. Bentley, of Chicago, Illinois.

The exercises were preceded by the academic procession which started from the steps of the Howard University Carnegie Library at four o'clock, led by the R. O. T. C. band, which played the processional march, and headed by Dr. J. Stanley Durkee, President; Dr. Emmett J. Scott, Secretary-Treasurer; Hon. William H. Lewis, of Boston, Commencement Orator; and Dr. Charles Edward Bentley, of Chicago; and composed of Trustees, Deans, Professors, and members of the various academic and professional faculties, graduates and alumni. The course of the procession was from the steps of the Library to the Administration building and down the long walk to the west end of the grounds where an audience of visitors, friends and relatives of the various graduates were assembled to witness the ceremonies. The brilliant colors of the academic costumes flashing in the sun presented a fitting ceremonial picture.

PRESIDENT KING OF LIBERIA AND PARTY PRESENT.

President Charles Dunbar Bradley King, of the Republic of Liberia; members of the Liberian Plenary Commission; Dr. Ernest Lyon, of Baltimore, Liberian Consul General, were guests of the University, occupying places of honor on the platform and in the academic procession which preceded the exercises.

COMMENCEMENT.

The invocation by the Reverend Jason Noble Pierce, of the First Congregational Church, of Washington, began the exercises, and was followed by an overture by the R. O. T. C. band, after which the Honorable William H. Lewis, of Boston, Massachusetts, former Assistant Attorney General of the United States, delivered the Commencement Address, choosing as his subject "A Plea for the Reign of the Law." The address of Mr. Lewis appears in full elsewhere in this issue of the RECORD.

DR. DURKEE CONFERS DEGREES.

Following the Commencement Address, President J. Stanley Durkee conferred degrees in Arts, Science, Religion, Medicine, Dentistry, Pharmacy and Law upon the candidates who were presented to him by the Deans of the various schools and colleges of the University.

SCHOOL OF LIBERAL ARTS.

In the School of Liberal Arts, the following degrees were awarded: A. B. summa cum laude, Pauline J. Phillips; A. B. magna cum laude, Lillian Serena Brown; A. B. cum laude, Anita Bernice Foreman and Irene Miller; A. B., Geraldine Wilson Ashe, Irene Carrye Baxter, Olive Mae Bond, John Fleming Bright, George W. Brown, Harriet Anna Dorsey, Zita E. Dyson, Lawson St. Clair Ferguson, Pearl Olive Flagg, Gladys Freeman, Mabel L. Garrett, Roland Tilman Heacock, Pearl Helena Herndon, Gretchen Vassar LaCour, Jesse H. Lawrence, Ora Mabel Lomax, John Adams Martin, Myles Anderson Paige, Annie Mezura Scarlett, Horace Whittier Sparks, Marie Johnetta Starks, Georgia Roper Washington, Harry A. White, Luveta Helen Williams, and Blanche Comfort Winston; B. S., John Henry Broadnax, J. H. R. Dyett, Lena Frances Edwards, John Edward Eubanks, Jr., Bush Alexander Hunter, Harrison S. Jackson, Edward Price Jimson, E. Milton Johnson, James Edwin Joyce, Lewis Keith Madison, James Ballard Major, Charles Herbert Marshall, Timothy McKinney, William Frank Nelson, John R. Nurse, Arleigh Winston Scott, John C. Tinner, Mazie Oylee Tyson, and William H. Welch.

SCHOOL OF EDUCATION.

In the School of Education the following received degrees: A. B. in Education, cum laude, Fannie Cornelia Fayerman; A. B., Pearl Rubcana Cain, Hilda Fisher Hopewell, Pearl McGee, Harriett McCannon Robin-

son; B. S., Julia E. Allston, Anna Elizabeth Cooper, and George C. Green (Miss.).

SCHOOLS OF APPLIED SCIENCE AND COMMERCE AND FINANCE.

In the School of Commerce and Finance, Oscar Cicero Brown received the degree of B. S. cum laude, and Charles Garnett Brannon and Wiley Loraine Walker, Jr., received the degree B. S.

In the School of Applied Science, the following degrees were awarded: B. S., in Electrical Engineering, cum laude, William A. Thomas; B. S., in Electrical Engineering, Randolph David Ragsdale; B. S., in Civil Engineering, Chester P. Alston, Clyde R. Brannon, Lewis K. Downing, Henry Homer Jefferson; B. S., in Home Economics, Grace Gordon Cisco, Mayme Louise Green, Geraldine Ercelle Lassiter, Alfreda Robinson Nalls, Ella Viola Payne, Mary E. Shannon.

SCHOOLS OF RELIGION AND LAW.

In the School of Religion the following degrees were awarded: B. D., Flavius Josephur Bailey, Jonathan Alexander Dames, Joseph G. Grant, Arthur Walter Womack, Philip K. Powell-Carrington; diplomas, William Sidney French, Charles Henry Green.

In the School of Law, LL. B., magna sum laude, Ollie May Cooper, Louis Rothschild Mehlinger, and Ainsworth Spofford Rucker, A. B.; LL. B., cum laude, Walter Spurgeon Burge, A. B., George Irvin Butts, Richard Edmund Carey, A. B., Gobert E. MacBeth, May Corinne Martin; LL. B., Fontaine S. Botts, William T. Buckner, B. S., Ray Orlando Clark, John Albert Davis, A. B., Harold J. Jennifer, William E. Jennifer, Edwin F. Kenswil, Uzziah Miner, A. B., Armistead S. Duncan, James E. Hale, Theophilus J. Houston, John Henry Jackson, J. Hamilton Monroe, Robert S. Robinson, Francis M. Settle, Harvey V. Tucker, Peter Lawrence Woodbury, A. B.

DEGREES IN MEDICINE.

School of Medicine: M. D., William H. Allen, Albert L. Christian, Christopher C. Cooke, Henry D. Dismukes, Michael E. DuBissette, Conrad A. Edwards, Charles A. Fairweather, George A. Caikens, Edward F. Cittens, Earl L. Cooden, Nathaniel D. Hightower, Britten C. McKenzie, Albert M. Norton, Lloyd H. Newman, Charles C. Polk, John K. Rector, William D. Robeson, Jr., Jose A. Lanauze-Rolon, Emmons B. Stone, Ossian H. Sweet, Leon A. Tancil, Nelson M. Thomas, Jacob T. Tucker, L. W. Turner, James S. Wells, Edwin L. Williams, Edward H.

Willis; D. D. S., Godfrey C. Becks, Leon A. Berry, Claude O. Byrd, Elmer D. Edwards, Clodie W. Chan, Uriel S. Gunthrope, Lawrence R. Howe, James M. Hubbard, Isaac W. Knox, Alphonso N. Land, Branger Martin, Reginald D. Matthews, Harry I. Wilson, James C. Morgan, Clifford C. Morton, Joseph H. Nicholson, Otto C. Palmer, Roscoe L. Perkins, Robert K. Peyton, Leonard D. Savoy, William M. Sessoms, Fernadis Shirley, Augusta C. Walker, Addie B. Williams, Worth Armistead Williams, Louis P. Rolefort. Degrees of Ph. C. were awarded to C. Randolph Beckley, Clarence A. Carter, Jesse E. Dickson, Theresa I. Fennell, William B. Hall, Antoinette J. Sampson, Nathaniel M. Scott, Edmond Villate.

PRESENTATION OF DR. BENTLEY FOR HONORARY DEGREE.

Dr. Charles E. Bentley, of Chicago, Illinois, was presented to the President of the University by Dr. Emmett J. Scott, Secretary-Treasurer, to receive the degree of Doctor of Science. Dr. Durkee's felicitous expressions in conferring the degree upon Dr. Bentley were as follows:

"Charles Edwin Bentley: Author, lecturer, friend of man, and brother in every society for social betterment; a scientist whose name and fame add much to the glory of our common humanity."

PRIZES AWARDED.

Announcement was made of the award of various prizes to the following students:

The Alpha Kappa Alpha Sorority Prize of \$10 to the young woman in the School of Liberal Arts graduated with the highest average scholarship covering the four years of work at Howard University was awarded to Miss Pauline Johnson Phillips.

The James M. Gregory Debating Prize for the best individual debater in the trials for the University Debating Teams was awarded to Mr. Yancey Lee Sims.

In the School of Religion, the first prize of \$10 for excellency in English was awarded to Mr. Williard L. Breeding, and the second prize of \$5 to S. A. L. Norville. Scholarships in the School of Religion were awarded as follows:

Pomeroy scholarship of \$75 to S. A. L. Norville.

Pomeroy scholarship of \$50 to Melvin J. Key.

Dodge scholarship of \$40 to H. Ashley.

Dodge scholarship of \$40 to John A. Jackson.

Dodge scholarship of \$40 to Ed. E. Johnson.

In the School of Medicine, the Thomas G. Coates prize in Gynecology of \$10 was awarded to Mr. Albert McIntosh Morton. Messrs. C. C. Cooke, John Rector, and L. H. Newman received honorable mention in Gynecology with a prize of \$5 each contributed by Dr. W. C. McNeill.

For the best examination in Surgery, a copy of Stewart's Surgery was awarded to Dr. Edward Fitzgerald Cittens, and a second prize of \$10 in gold to Mr. Michael Edmund Dubissette.

The Williston prize in Obstetrics, a pair of obstetric forceps, was awarded to Mr. Henry Dodford Dismukes.

The following persons were announced as the successful candidates for internship in the Freedmen's Hospital: Henry D. Dismukes, Britten G. McKenzie, Lloyd H. Newman, John K. Rector, William D. Robeson, Leon A. Tancil, Nelson M. Thomas, Thomas M. Walker, Edwin L. Williams.

In the School of Law, the Callaghan & Company prize of an Encyclopedic Law Dictionary for the highest average scholarship covering the three years of work in the Howard University School of Law was awarded to Louis Rothschild Mehlinger.

DR. DURKEE'S CHARGE TO GRADUATES.

In the Baccalaureate Sermon by President Durkee he made the following charge to the 1921 graduates:

"Graduates of 1921: Your years of work bring you to this hour with high hopes. Against discouragements, defeats, hunger and cold even, have you fought, as well as foes both within and without your own hearts. In the face of every obstacle have you pressed on until you stand here today certified by the different schools of the University from which you graduate, as worthy in scholarship and character to go out, representatives of your Alma Mater. I congratulate you on your personal achievements. I congratulate you for winning the confidence and esteem of your University. I congratulate you that you are henceforth to be recorded among American scholars.

"A significant expression is that which speaks of your graduation as a commencement. You are really standing by the open gates which invite you into new meadow lands, or hill country, or, perchance, great and wild mountainous regions. You are commencing your careers as educated men and women in the special fields of endeavor as chosen by you.

"For a little we hold you here, congratulating you, cherishing your friendships, rejoicing in your potentialities, and then we must see you scatter out over these untried ways. We want you to have ideals. History teaches us that these noblest ideals center in the life and character of the Man of Nazareth. I have quoted you His words as the key to your power and your success.

"As the great lines carry energy from the power plant to far distant places, that mechanical loads may be lifted, streets, and homes lighted, and human life everywhere blessed, so you are to be life and light bringers

to your village, town, city, nation and world, witnessing to the supreme values in cultured bodies, cultured brain, cultured souls. Let the light which shines from God through you, so shine before those with whom you come in contact, that they may realize your power and their own weakness, if unconnected with God and the truest cultures of life, and be led to glorify their lives in God and glorify God's life in them. This is your mission, your task, your reach, graduates of 1921, and this your friends and loved ones long to see you accomplish, and for this God waits to crown you victors."

On Monday, June 6th, the last chapel service of the school year, as in the custom of previous years, was conducted by the Senior Class. In the evening, President and Mrs. Durkee were "At Home" to the graduates of the various schools and colleges of the University.

TRUSTEES' MEETING AND GROUND BREAKING EXERCISES.

The annual meeting of the Board of Trustees of the University was held on Tuesday, June 7th, and Rev. Charles H. Richards, of New York City; Mr. Rolfe Cobleigh, Boston, Mass.; Colonel Theodore Roosevelt, Washington, D. C.; Rev. Ulysses G. B. Pierce, Washington; Dr. J. E. Moorland, New York City; Bishop John Hurst, Baltimore; Dr. William A. Sinclair, Philadelphia, Pa.; Dr. Charles B. Purvis, Boston, Mass.; Dr. Marcus F. Wheatland, Newport, R. I.; Andrew F. Hilyer, Esq., Washington, D. C.; William V. Cox, Esq., Washington; Dr. J. H. N. Waring, Hopkinton, Mass.; and James C. Napier, Esq., Nashville, Tenn., the trustees present, took part in the ground-breaking exercises at 12:45 Tuesday afternoon for the University's new Dining Hall and Home Economics Building, which is to be erected and ready for occupancy by the end of the year. Each member of the Board of Trustees turned a spadeful of dirt. A simple program of exercises was followed and the University R. O. T. C. band played the Howard "Alma Mater" song and several other selection. Dr. J. Stanley Durkee, President of the University, presided and Dr. Emmett J. Scott, Secretary-Treasurer, reported the Congressional action providing \$201,000 for the erection of the building.

VARIOUS OTHER EVENTS.

On Tuesday evening a play was presented by the *Societe Francaise* on the steps of the Carnegie Library, and the Senior Prom was held in Spaulding Hall.

An exhibition drill was held on the University campus on Wednesday, June 8th, by the Senior Unit of the Howard University R. O. T. C., at 1:30 in the afternoon. Later in the afternoon, a literary program was given in the chapel by the Pharmaceutical College, and in the evening at 7:30 o'clock the Senior Class Day exercises were held on the campus.

THE CANTERBURY PILGRIMS.

The Department of Dramatic Art introduced a pleasing innovation in the functions of Commencement Week by presenting the Howard Players on Thursday evening, June 9th, in a wonderful outdoor performance of "The Canterbury Pilgrims," by Percy Mackaye. The beauty and artistry of the setting and the work of the players themselves far surpassed any previous dramatic production of college players. Over a thousand persons sat in the natural amphitheatre on the campus and marvelled at the wonderful scenes. The individual work of the players was of high order. Ethel Skinker as the Wife of Bath gave a charming portrayal of that character. Grace Nash as the Prioress pleased with her rich voice and lovely personality. Bernard Pryor acted the part of Chaucer superbly. Mr. Pryor, because of his splendid acting in the Howard Players' presentation of "The Emperor Jones," has been engaged to play the part of the Witch Doctor this summer in the European tour of Charles Gilpin.

Quaint and delightful old English dances were demonstrated under the direction of Ottie Graham, who is rapidly developing her original ideas in interpretative and artistic dancing. Appropriate music was offered by chorus and the University R. O. T. C. Band. Professor Montgomery Gregory is directing the work of the Dramatic Department with the assistance of Mrs. Marie Moore Forrest, the noted director of pageantry and drama. The aim is to develop at Howard University a great center for the dramatic and artistic life of the Negro race. A truly great Negro Theatre is their early hope and intention.

ALUMNI REUNION AND LUNCHEON.

On Commencement Day, Friday, June 10th, the National Alumni Association held a business meeting in the Andrew Rankin Memorial Chapel, at which officers were elected and installed, Attorney Isaac H. Nutter, of Atlantic City, N. J., being re-elected to the Presidency of the Association. The annual alumni address was delivered by Hon. W. Ashbie Hawkins, of Baltimore, Maryland. A business meeting of the Theological Alumni was held in the University Administration Building followed by a public meeting in the Chapel at noon. The General Alumni Luncheon took place in the University Dining Hall at one o'clock.

GROUNDS BEAUTIFIED.

During the week the grounds of the University were beautifully decorated with flags and lanterns overhanging the shaded roadways which led about the campus from the entrances to the various buildings whose

openings too were bedecked with flags bespeaking welcome as did the illuminated "Welcome" which greeted everyone who came upon the campus. *Added life entered every event due to the music which was furnished by the R. O. T. C. Band, which rendered concerts daily from Monday to Friday under the direction of Mr. Dorcy Rhodes.*

COMMENCEMENT ADDRESS, HOWARD UNIVERSITY, JUNE 10, 1921.

A PLEA FOR THE REIGN OF LAW.

By the Honorable William H. Lewis, of Boston, Mass.

Mr. President, Distinguished Guests, Members of the Faculty, Graduating Class, and Friends of the University:

As we mortals measure time and space, we are now in the twenty-first year of the century. The twentieth century is therefore of age. Whatever stirring events may happen before the cycle is complete, we know that the two decades past, are as amazing as any in the annals of mankind.

This small segment of time may not compare with the immortal age of Pericles; but of those who died in the World War it may be said of them, as the Athenian statesman and orator said of those who fell in the first Peloponnesian War, "We have received of them a free state." "We have compelled every land and every sea to open a path for our valor, and have everywhere planted eternal memorials of our friendship." Nor is this period to be compared with the Italian Renaissance, when Florence and Venice were the eyes of the world. But the age that gave to the world Columbus, and Copernicus, can never look askance at the achievements of Peary, Amundsen, and Einstein. Peary and Amundsen explored the ends of the earth; Einstein re-made the world—or our conception of it. The Elizabethan age, which produced the great explorers like Drake, Raleigh, and Frobisher, and gave us the illustrious names in literature of Shakespeare, Sidney, Spencer, Ben Johnson, defeated the Spanish Armada. But the battle of the British and German fleets off Jutland will exert a greater influence upon the world's history than did the Armada.

The crowning point of the Nineteenth century was the organizing of The Hague tribunal, to put an end to war; but in less than two decades the most stupendous war in history had been fought, won, and lost. Sixteen nations were contending in arms on the one side or the other. More than a hundred billions of dollars were spent in this gigantic struggle. Seven millions of precious human lives were sacrificed to the grim visaged Moloch of war, and twenty millions more, maimed and wounded in this

unholy ceremony. They fought upon the seas, and beneath the ocean's depth; they fought upon the earth, and in the heavens above.

As Senator Henry Cabot Lodge, one of the greatest statesmen of his time—or of any time—has said of the war with deeper significance, as I think, "Other things, the impalpable possessions of the mind and heart, have in like fashion been wounded and crippled." Indeed, the human intellect was prostituted as never before to baser purposes. Science itself, which has added so much to the comfort and happiness of man, was turned to his destruction. Not only was chemistry compelled to contribute her share, in poisonous gases, deadly bacilli, and more terrible explosives; but the aeroplane, the autocar, and wireless telegraphy, twentieth century developments, must pay their tribute also to the God of War.

What shall be said, too, of the debasement of the higher man, the lessening of all moral restraint, the practical denial of the teachings of the Christ? The great war was an eclipse of the moral world. Might became the sole test of right. "The impalpable possessions of the mind and heart" have suffered most.

When I stood here last, I did not hear the peaceful bells calling men and women to the recitation hall, or chapel for a period of study and meditation; but this campus resounded with arms, with the tramp of marching men. I heard the bugle call to the assembly, and there passed in review the Students' Army Training Corp, 457 men, the very pick and flower of our schools and colleges. Howard University, nestling within the shadow of the Capitol, supported increasingly, by the Nation itself for the education of the colored youth, could not fail to answer the country's call for trained leadership and unselfish service. The spirit of her great founder and inspirer, that great Christian soldier and patriot, General O. O. Howard, a name worthy to stand in history by the side of Godfrey de Bouillion and Sir Philip Sidney, keeps its vigil here. In his spirit the men of Howard went forth to the war. The University will ever cherish the memory of Fairfax, Proctor, Davis, Summons, Cork, and Carter, who gave their all to country and humanity

"To make the next age better for the last."

In the words of another line of Lowell's commemoration ode,

"We welcome back our bravest and our best."

To our living heroes, young Dent, Goodloe, Curley, Jones, Long, and Heslip, be ever the pride and glory of Alma Mater.

I deprecate the recent attempt in some quarters upon a plea of sincerity and truth to destroy the splendid idealism with which the American youth went forth to war, by asserting they were "afraid not to fight." I rather cherish the idealism of the great leader who said, "That our object is to vindicate the principles of peace and justice in the life of the

world, as against selfish and autocratic power"; that they went forth to fight "for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations"—as well as the great. Victory of the Allies was a triumph, in part, at least, of those great ideals.

Have we colored Americans a right to claim a share in the fruits of victory? Have we a right to speak of the lessons of war? When the age-long conflict between the Teuton and Gaul for dominion and power and glory had once more set Europe aflame, and the conflagration was extending wider and farther to other nations, and the whole structure of our modern civilization menaced, when the honor of America was assailed, her prestige among nations challenged, the rights of her nationals upon the high seas violated in contemptuous disregard of all law, the colored American asked only for a chance to prove his fidelity, loyalty, and devotion to American institutions and ideals. Half a million men filled the ranks of our armies; two thousand went over the seas to serve in France and Italy. Whether with Depot brigades, the Stevadore regiments, the Engineers, so-called, doing the menial work of the army, they did not complain, they were happy in such service. Along that "far-flung battle lines," from the Yser to the Marne, with the fighting units of the army, they bravely met death in every conceivable shape. Their blood and bones, mingled with the sacred soil of France, will nourish a tree of liberty for a thousand years, and make "liberty, fraternity, and equality a thing worth fighting for, and, if need be, worth dying for." Let us believe that in falling upon the field of battle, "their uplifted eyes caught the vision of a liberated world," in which "equal justice and democracy shall rule," not for some men, but for all men; not for white men alone, but for brown, black, yellow, and all the children of men.

The problems of the world today are not only economic readjustment, the reconstruction of devastated regions, the restoration of public order—these follow naturally in the wake of war; but the rebuilding of our civilization along lines which give hope of its permanence, and perpetuity.

The Academic classes of 1921 go forth with an opportunity for service such as comes to few generations of college-bred men and women. The lessons for the hour, the lesson that I would have you go forth this day and impress upon your fellows, is the lesson taught by the great World War, that the maintenance of the supremacy of the laws is the first duty of man.

When William the Third ascended the throne and proclaimed himself ruler by divine right, he exclaimed, "He who opposes my will I will crush him." His will was to be the *lex suprema*.

There is none so low today as the all-highest of yesterday. *No single will can rule the world today; the collective will of all alone may make the law for all.* The German Empire, built upon "blood and iron," perished by "blood and iron," because she thought that might made right,

and that the end justified the means. *The command, "Thou shalt not steal," applies to nations as well as individuals.*

The war taught us that the law co-operation of friendship and good will among nations is essential to the peace and happiness of the world. Order is the first law of heaven, and must be made the first law of earth, or there can be nothing but social chaos, and anarchy in the world. Individuals and nations must learn to obey the laws, which they themselves have made for their own protection and happiness. If there are anywhere classes of men outside the pale of the law, none are safely within its walls. Lawlessness and violence produce lawlessness and violence. Law is universal, and if it is not everywhere, it is nowhere.

From the earliest times, when the shepherds gazed upon the stars at night, through all the ages from Ptolemy to Copernicus, Gallileo, Kepler, Newton, Herschel, and Einstein, men have been trying to discover the laws of the universe.

Out there in that vast and empty space we call the sky, are many worlds besides our own. There is no war, or clash of worlds, because each obeys the law of its being. The simple law of gravitation keeps each planet in its orbit. The attraction of each for the other keeps it in the path marked out for it in space. *In God's universe there is room for millions of worlds, because out there is law which none may disregard. There, at least, the reign of law is complete.* Our planet is safe, because in obedience to an immutable law, it revolves around the sun, producing the seasons—springtime and autumn, seed time and harvest, symbolizing the periods of birth, of love, and of death. It turns upon its axis, giving us day and night, for labor and rest. We know that all life upon this planet, from a blade of grass to the highest vertebræ, follows a certain order of existence, and cannot escape Nature's laws of growth and decay.

In those far-off prehistoric times, before the earth became thickly populated, there was little need of law, because there were no conflicting interests of men to be harmonized. With the development of the family, tribal life, settlement of villages, towns, founding of great cities, and the establishment of mighty states, and the rise of what we call civilization, men found that they could not live together in the same neighborhood, upon the same soil, without certain rules, or laws, which all must obey. These laws were either imposed from without by some superior power—a despot or a conquering foe, or from within by the peoples themselves, directly or through their chosen representatives. Thus grew up a body of municipal law.

In time, with the dotting of the globe by many nations, it was necessary that there should be established certain laws of intercourse, and even laws of war, resting upon the common consent. Just as a municipality cannot prosper unless men are compelled to keep the peace and settle their disputes by arbitration, so nations cannot endure, and there can be no peace among and between separate states unless governments recognize the obligations of international law.

There can be no law in the true sense, unless there is equality before the law. The humblest individual in the community is entitled to the due and equal protection of the laws. The weakest nation in the family of nations is entitled to its complete sovereignty, just as the strongest and the most powerful.

The population of the earth is 1,702,520,366. The Aryan race, including white Semitic, and 315,000,000 of East Indians, numbers 876,000,000. The yellow, black, brown, and the red constitute 826,000,000. The density of population is 29 persons to each square mile. At the Peace Table there sat 36 different states (?). Obviously, these millions cannot live together upon the same planet, hostile, and jealous of each other, nation against nation, race against race, every man's hand uplifted against his brother. The reign of peace will never come among men until the reign of law is established. Out of our social chaos must come a social cosmos, or the race of man is doomed.

I believe in the endless progress of the human race. Our civilization will yet reach a finer state. The kingdom of heaven will yet come upon earth. I believe with Tennyson, that "some diviner force will guide us through the days I shall not see."

"When the schemes and all the systems, Kingdoms and Republics fall,
Something kindlier, higher, holier—all for each and each for all?"

"All the full-brain, half-brain races, led by Justice, Love, and Truth;
All the millions one at length, with all the visions of my youth?"

"Earth at last a warless world, a single race, a single tongue,
I have seen her far away—for is not Earth as yet so young?"

"Robed in universal harvest up to either pole she smiles,
Universal ocean softly washing all her warless Isles."

The greatest servant of the human race in all the ages has been the law. All the great inventions that have added to the convenience, comfort, and happiness of civilized man, from the wheel to the autocar, have been the result of the discovery and application of Nature's laws to the needs of the human race. Man has taken the lightning from the skies to turn his machinery, and to carry his messages to the utmost parts of the earth. He has made fire and water, the two most destructive elements in Nature, serve his purpose through the application of steam to the wheels of industry, and by rail and hollow boat to carry the commerce of the world. All the laboratories of the world, every workshop, is trying to find new laws, or some application of old laws to serve the purpose of man.

The Duke of Argyll, famous Scots scholar, was not far wrong when he said:

"The Reign of Law—is this, then, the reign under which we live? Yes, in a sense it is. There is no denying it. The whole world around us,

and the whole world within us, is ruled by Law." There is no denying the Reign of Law within us. Conscience and consciousness follow certain rules of law.

Said St. Paul: "I see another law in my members, warring against the law of my mind, bringing me into captivity to the law of sin, which is in my members." We cannot escape the laws without us. Nature's laws are as inexorable as Fate and Destiny. Human laws alone, we question and defy. Hence, the sorrow of man.

The rule, as stated by Herbert Spencer, is so simple and easy of recognition. "Every man," says Herbert Spencer, "is free to do that which he wills, provided he infringes not the equal freedom of any other man." "The liberty of each is limited only by the like liberties of all."

The rule is simple. If each individual keeps to his own orbit; if each nation keeps in its own path, there can be no friction, no clash, no strife. The action of the individual, and the nation may be limited and circumscribed by law, but there will still be freedom of motion sufficient to insure the individual, collective progress and development of the human race.

I cannot doubt that, out of the noise and din of the present conflict, the harsh, discordant sounds of battle and strife, will come a purer harmony, a symphony divine, in which all the children of men may rejoice.

Education is discipline. As educated men and women you have passed through the great discipline, bringing your minds and bodies into subjection to the laws within and without. Go forth, then, and teach your fellows, first, obedience to the law. As teachers you can perform no higher duty to the State. As medical men, teach them to obey the laws of health, as essential to a useful and a happy life. As ministers, teach them that the spiritual world is ruled by law, that "love is the fulfilling of the law." As lawyers, the people will look to you, the state will lean upon you. Let your service command respect for the law.

I give you in parting a personal word. It is now more than twenty-five years since I sat with the graduating class in a little New England college, with the same thoughts throbbing through my brain, and the same emotions filling my heart, whence I went forth to face a world which I felt was none too sympathetic.

As long as memory lasts, I shall not fail to recall a word of advice given to me by my friend and benefactor, President Seeley, one of the most saintly and Christ-like men I ever knew. He said, "Dear Lewis, wherever you settle down, in the North, or the South, remember that the gospel for your race, as for any race, is the gospel of salvation, not condemnation; remember that the greatest teacher of mankind said that he came into the world not to condemn the world, but that the world through him might be saved; and while you cannot ignore the wrongs of your race, as terrible as they may be, yet I hope that you will always cheer yourself, and cheer them with the lively hope of their redemption." I have no other creed, no other faith. I have tried to cheer in the darkest hour, and believe that the redemption is near at hand.

In that spirit may you go forth this day, with sanity, and poise, with true humility, spread the gospel of good cheer, in that faith which enables a life's work. And you will by your labors hasten the day when

"(There) the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law."

SALUTATORY ADDRESS DELIVERED AT CLASS DAY EXERCISES JUNE 8.

By Lillian S. Brown,

Who Graduated Magna Cum Laude.

MR. PRESIDENT, Members of the Faculty, Parents and Friends: It is with a mingled feeling of joy and sadness that we extend to you a most cordial welcome to the "Class Day Exercises" of '21. It is with a feeling of heartfelt gratitude that we welcome you here on this day which you through your interest, kind sympathy, and untiring efforts have made possible. And as our chosen representatives in the exercises of today shall depict for you various scenes of our past life at Howard, and shall prophesy our fates into the distant future, we are eager that you should realize that your labors and sacrifices for us have not been in vain.

Within two days more we shall have reached that goal toward which we have been striving for four long, but now seemingly short, years. We must now enter upon the greater field of life, which lies stretched out before us. We must now cast aside our college privileges and pleasures, only to hold them with the firm grasp of memory, and assume those graver burdens of life which beset us as we leave the threshold of college so dear to us all. Our equipment is good, our armor strong, so we go forth to meet our worldly battles face to face, resolved to fight well and to fulfill those duties set for us by God and man.

That the duties of the educated man are great, we all realize. The world looks to the college for its men of brains. In our hands we hold the fate of the world of tomorrow. Realizing the significance of this statement, I cannot close my words of greeting without reminding you, my fellow classmates, first, of your duties as educated men and women of this great nation, and secondly, of the twofold nature of your duties as educated young men and women of the colored race.

The first duty of the educated man is to find himself, i. e., to find his place in the work of the world. God created every man for a particular purpose and a man can not do his best until he finds that purpose and works toward the fulfillment of it. Having found his place in the world, a youth of the dominant race can well afford to settle down and work

toward his goal, but you and I, youths of the colored race, having decided upon our mission in life, must set to work to first break down racial barriers and perhaps to create with our own hands fields in which to labor. Not only have we to find our own places in the world's work, but it is our task to strive hard to gain for our race the proper recognition of her rightful place among the nations of the world. Thus our duty is twofold. Always in the struggles in the upward climb of life must we remember that we hold in our hands the fate of a great race. Every deed that we do reflects either credit or discredit upon our race. The dominant race holds our race as a whole and our every individual act as one and inseparable.

In seeking success and fame in the fields of medicine, dentistry, law, education, etc., we must keep ever before us the thought that we labor to acquire not only personal success and glory, but to preserve the honor of our race and to secure the recognition of her rightful position among the races of the earth. This thought, then, that the honor of your race is at stake must cause you to refrain from turning your drug stores, offices, restaurants, theatres and other places of business into saloons, gambling dens and other base trades into which you might otherwise be tempted to fall.

Having found his own place in the world, it is then the duty of the educated man to help others find themselves. In other words, it is the duty of the educated man to teach people knowledge. By people, we mean the mass of society without respect to rank or privileged classes, the social man. The great masses of our people need yet to be educated intellectually, industrially, and morally. This is indeed a gigantic task, but one that must be accomplished, for upon its accomplishment depend the future achievements, successes and glory of the colored race. The accomplishment of this task we owe to our God, our race, our nation and ourselves. This cannot be accomplished solely by lectures, books, and schools, but you and I, in person, must mingle with and live among our people from the lowest to the highest, setting the example in every walk of life.

It is our solemn duty to our God and our race to instill, to create, within the heart of every man, woman, boy and girl of the colored race the desire to be prosperous. And intellectual education is the most effective instrument or means for the awakening of this desire. True education means the drawing out and development of all the human faculties and the preparation of man or woman for the responsibilities of life. The first thing that intellectual education does for a man is to wake him up. After spending a few years in, or out of school, for that matter, in developing the mind, the man suddenly discovers that God Almighty created him for a particular purpose and that deep down within his being are the powers which when developed will aid him in accomplishing that for which he was created. As this truth forces itself upon him he decides to become an important factor in the world's progress.

This is the first step towards prosperity, for, if you would have a man seek earnestly after prosperity you must first convince him that he needs it and that it is a good thing to have. It is then our task and duty to give to the masses of our race intellectual education, which in turn will awaken in them the desire to be prosperous.

The next step in our twofold task of educating the masses of our people is that of teaching industrial education, i. e., teaching the dignity of labor. We must render archaic and meaningless that loathesome epithet, "the lazy nigger." We must create a atmosphere of willingness to take up the spade, the pick, or any other instrument of manual labor essential for the comfort and prosperity of mankind. We cannot create this atmosphere by lectures and books alone. It is by personal example that you and I must accomplish this task. You and I must ourselves serve as pioneers and encourage others to venture into those fields of industry into which few or no men of color have dared to venture. These are few but important. It is our duty to give to our race a feeling of confidence and security by entering ourselves and urging others to enter into the merchant, manufacturing, banking business, and business of every kind. It is our duty to give to our race a strong backbone built upon industry.

The third step in the process of fulfilling our duties as college men and women is the obligation of teaching moral education. Moral education has to do with the training of the heart. To whatever extent the other faculties are developed, however strong, wealthy and learned the man, if his heart is not right he can not be prosperous in the highest sense. When you educate the heart of a man, you make him recognize his own moral obligations, his own rights and the rights of others. Here again your personal example, brought to the attention of the masses by your mingling with and living among them, serves as the most effective means for instilling into the hearts and minds of our people those principles which shall serve as the basis of our future success. We cannot teach the principles of religion, brotherly love, health and happiness by keeping our children aloof from those of our lowly neighbor. Your children with cultured manners, cleanly washed faces, and freshly laundered clothes playing in the yard with the untidy children of your lowly, slumbering neighbor, will arouse in a few months a greater sense of shame and awaken a greater sense of responsibility in the mother heart of your humble neighbor than all the books on hygiene and town hall lectures on sanitation could effect in as many years. These lowly members of our race are looking to you for example. If you fail them, what shall be their fate?

Pondering these things in our hearts, out into the world you and I must go, apostles of Democracy, prophets of idealism and evangels of consecration.

In conclusion, and in answer to the question which must naturally

arise in your hearts and minds as to how you can best conduct this race of ours to the greatest heights, I reply in the language of the angel in response to the same question concerning the spirit of Faust, "Go higher; men will follow you; the race is waiting to be led—to follow whosoever will lead higher and ever higher."

VALEDICTORY ADDRESS DELIVERED AT CLASS DAY EXERCISES

JUNE 8.

By Pauline J. Phillips,

Who Graduated Summa Cum Laude.

THE animals of the lower animal kingdom are born with their habits fixed and their mode of living determined. They know just what they must do at the proper time, and, therefore, we say that they are guided by instinct. However, as the form of life grows more complex, the animal yields less to instinct and follows more and more the dictates of his reasoning powers. Man is the highest developed creature upon the earth, and man, therefore, relies the least upon instinct and intuition.

Man must constantly adjust himself to his social environment. He must learn how to act in society and to live among his fellow creatures. He must, consequently, have some method by which he learns to adjust himself to his social and physical environment. This process by which he is trained to adjust himself to the business of living is called education.

Since the beginning of time people have been working out devices through which they might hand down knowledge to the succeeding generations, and make the business of living more successful. The Greeks were the first of the ancient peoples who realized the real meaning of education. To them, education meant the harmonious development of all the powers of the individual. They carried out their ideas so well that they produced a race of people in many respects unsurpassed.

Through the hundreds of following years, various ideas of education prevailed. Finally, the renaissance, which so greatly influenced religion, art, and politics, affected education as well. Thinkers now arose to solve the difficulties. They saw that children were going in the world ignorant of the ways of the world, and the business of living. These children were, therefore, unable to serve humanity in the very best manner. The reformers in education, consequently, began to work out an efficient system. In time, their efforts became noticeable and the results lasting. Our ideas, today, are permeated with their spirit.

Today, education attempts to harmonize interest and effort so that children may realize the connection between school and life. Not only

is the interest of the individual emphasized, but the interest of the group is also emphasized. Children are taught to deal with their fellowmen sympathetically and kindly. Service is the watchword. One learns to serve one's fellows in every line of endeavor. Every profession is filled with limitless opportunities for unselfish endeavor. Every member of this college has some task awaiting him in the world, which he alone can accomplish. We must go forth and measure up to our high calling. In no wise can we afford to fail.

Class of '21, to each other, and to dear old Howard we must now say adieu. As we go forth from these halls and grounds so dearly cherished by us, may the blessing of our Alma Mater descend upon us. May we at all times uphold the fair name of Howard. May we work ever "For God and the Republic."

THE CLASSICS FOR AMERICA.

By Calvin Coolidge,

Vice President of the United States.

An address delivered at the Second Annual Meeting of the American Classical League at the University of Pennsylvania, Philadelphia, Pa., on Thursday, July 7, 1921.

WE come here today in defense of some of the great realities of life. We come to continue the guarantee of progress in the future by continuing a knowledge of progress in the past. We come to proclaim our allegiance to those ideals which have made the predominant civilization of the earth. We come because we believe that thought is the master of things. We come because we realize that the only road to freedom lies through a knowledge of the truth.

Mankind have always had classics. They always will. That is only another way of saying they have always set up ideals and always will. Always the question has been, always the question will be, what are those ideals to be, what are to be the classics? For many centuries, in education, the classics have meant Greek and Latin literature. It does not need much argument to demonstrate that in the western world society can have little liberal culture which is not based on these. Without them there could be no interpretation of language and literature, no adequate comprehension of history, no understanding of the foundations of philosophy and law. In fact, the natural sciences are so much the product of those trained in the classics that, without such training, their very terminology cannot be fully understood.

Education is undertaken to give a larger comprehension of life. In the last fifty years its scope has been very much broadened. It is scarcely

possible to consider it in the light of the individual. It is easy to see that it must be discussed in the light of society. The question for consideration is not what shall be taught to a few individuals. Nor can it be determined by the example of the accomplishments of a few individuals. There have been great men with little of what we call education. There have been small men with a great deal of learning. There has never been a great people who did not possess great learning. The whole question at issue is, what does the public welfare require for the purpose of education. What are the fundamental things that young Americans should be taught? What is necessary for society to come to a larger comprehension of life?

The present age has been marked by science and commercialism. In its primary purpose it reveals mankind undertaking to overcome their physical limitations. This is being accomplished by wonderful discoveries which have given the race dominion over new powers. The chief demand of all the world has seemed to be for new increases in these directions. There has been a great impatience with everything which did not appear to minister to this requirement.

This has resulted in the establishment of technical schools and in general provisions for vocational education. There has been a theory that all learning ought to be at once translated into scientific and commercial activities. Of course, the world today is absolutely dependent on science and on commerce. Without them great areas would be depopulated by famine and pestilence almost in a day. With them there is a general diffusion of comfort and prosperity, not only unexcelled, but continually increasing. These advantages, these very necessities, are not only not to be denied, but acknowledged and given the highest commendation. All this is not absolute but relative. It is neither self-sufficient nor self-existing. It represents the physical side of life. It is the product of centuries of an earlier culture, a culture which was none the less real because it supposed the earth was flat, a culture which was preëminent in the development of the moral and spiritual forces of life.

The age of science and commercialism is here. There is no sound reason for wishing it otherwise. The wise desire is not to destroy it, but to use it and direct it rather than to be used and directed by it, that it may be as it should be, not the master but the servant, that the physical forces may not prevail over the moral forces and that the rule of life may not be expediency but righteousness.

No question can be adequately comprehended without knowing its historical background. Modern civilization dates from Greece and Rome. The world was not new in their day. They were the inheritors of a civilization which had gone before, but what they had inherited they recast, enlarged and intensified and made their own, so that their culture took on a distinctive form, embracing all that the past held best in the Roman world of the Cæsars. That great Empire fell a prey, first, to itself and then to the barbarians. After this seeming catastrophe scholar-

ships and culture almost disappeared for nearly a thousand years, finally to emerge again in the revival of learning. This came almost entirely out of the influence of the Christian church. The revival of learning was the revival of the learning of Greece and Rome plus the teachings of revealed religion. Out of that revival has grown the culture of western Europe and America. It is important to keep foundations clearly in mind. The superstructure is entirely dependent upon them for support, whatever may be its excellence. However worthy a place it may fill, it cannot stand except on a sound foundation. In the revival of learning the philosophy of Greece played an important part. It was under its stimulus that the two methods of induction and deduction, experiment and reason by which the human mind gains knowledge were firmly established. This swept away the vain imaginings of the schoolmen, gave a new freedom to thought and laid the beginnings of modern scientific research. It has brought about the modern era of learning which is reflected in every avenue of human life. It is in business. It is in education. It is in religion. No one questions its power. No one questions its desirability, but it is not all sufficient.

It is impossible for society to break with its past. It is the product of all which has gone before. We could not cut ourselves off from all influences which existed prior to the Declaration of Independence and expect any success by undertaking to ignore all that happened before that date. The development of society is a gradual accomplishment. Culture is the product of a continuing effort. The education of the race is never accomplished. It must be gone over with each individual and it must continue from the beginning to the ending of life. Society cannot say it has attained culture and can therefore rest from its labors. All that it can say is that it has learned the method and process by which culture is secured and go on applying such method and process.

Biology teaches us that the individual goes through the various stages of evolution which has brought him to his present state of perfection. All theories of education teach us that the mind develops in the same way, rising through the various stages that have marked the ascent of mankind from the lowest savagery to the highest civilization. This principle is a compelling reason for the continuance of classics as the foundation of our educational system. It was by the use of this method that we reached our present state of development.

This does not mean that every person must be a classical scholar. It is not necessary for everyone who crosses the ocean to be an experienced mariner, nor for everyone who works on a building to be a learned architect, but if the foreign shore is to be reached in safety, if the building is to take on a form of utility and beauty, it will be because of direction and instruction given according to established principles and ideals. The principles and ideals on which we must depend not only for a continuance of modern culture, but, I believe, for a continuance of the development of science itself come to us from the classics. All this is the reason that

the sciences and the professions reach their highest development as the supplement of a classical education.

Perhaps the chief criticism of education and its resulting effect upon the community today is superficiality. A generation ago the business man who had made a success without the advantages of a liberal education, sent his son to the university where he took a course in Greek and Latin. On his return home, because he could not immediately take his father's place in the conduct of the business, the conclusion was drawn that his education had been a failure. In order to judge the correctness of this conclusion it would be necessary to know whether the young man had really been educated or whether he had gone through certain prescribed courses in the first place, and in the second place whether he finally developed executive ability. It cannot be denied that a superficial knowledge of the classics is only a superficial knowledge. There can not be expected to be derived from it the ability to think correctly which is the characteristic of a disciplined mind. Without doubt a superficial study of the classics is of less value than a superficial acquaintance with some of the sciences or a superficial business course. One of the advantages of the classics as a course of training is that in modern institutions there is little chance of going through them in a superficial way. Another of their advantages is that the master of them lives in something more than the present and thinks of something more than the external problems of the hour, and after all it was the study of the classics that produced the glories of the Elizabethan age with its poets, its philosophers, its artists, its explorers, its soldiers, its statesmen, and its churchmen.

Education is primarily a means of establishing ideals. Its first great duty is the formation of character, which is the result of heredity and training. This by no means excludes the desirability of an education in the utilities, but is a statement of what education must include if it meet with any success. It is not only because the classical method has been followed in our evolution of culture, but because the study of Greek and Latin is unsurpassed as a method of discipline. Their mastery requires an effort and an application which must be both intense and prolonged. They bring into action all the faculties of observation, understanding and reason. To become proficient in them is to become possessed of self-control and of intelligence, which are the foundations of all character.

We often hear Greek and Latin referred to as dead languages. There are some languages which may have entirely expired, but I do not think any such have yet been discovered. There are words and forms in all languages which are dead because no longer used. There are many such in our own language. But Greek and Latin are not dead. The Romance languages are a modified Latin, and our own language is filled with words derived from Greek and Latin which have every living attribute. This is so true that to a certain extent there can be no adequate comprehension

of the meaning of a large part of the language employed in every-day use, and the language of science and scholarship almost in its entirety, without a knowledge of Greek and Latin. Our literature is so filled with classical allusions that an understanding of its beauties can scarcely be secured by any other means.

The most pressing requirement of the present hour is not how we are to solve our economic problems, but: Where are we to find the sustaining influences for the realities of life? How are we to justify the existing form of government in our Republic? Where shall we resort for teachings in patriotism? On what can we rely for a continuation of that service of sacrifice which has made modern civilization possible? The progress of the present era gives no new answers to these problems. There are no examples of heroism which outrival Leonidas at Thermopylae, or Horatius at the Bridge. The literature of Greece and Rome is through and through an inspiring plea for patriotism, from the meditations of their philosophers to the orations of their statesmen and the despatches of their soldiers.

The world has recently awakened to the value and the righteousness of democracy. This ideal is not new. It has been the vision which the people of many nations have followed through centuries. Because men knew that that ideal had been partially realized in Greece and Rome, they have had faith that it would be fully realized in Europe and America. The beginnings of modern democracy were in Athens and Sparta. That form of human relationship can neither be explained nor defended, except by reference to these examples, and a restatement of the principles on which their government rested. Both of these nations speak to us eloquently of the progress they made so long as their citizens held to these ideals, and they admonish us with an eloquence even more convincing of the decay and ruin which comes to any people when it falls away from these ideals. There is no surer road to destruction than prosperity without character.

There is little need to mention the debt which modern literature owes to the great examples of Greece and Rome. Even the New Testament was written in Greek. It is unthinkable that any institution founded for the purpose of teaching literature should neglect the classics. Nowhere have the niceties of thought been better expressed than in their prose. Nowhere have music and reason been more harmoniously combined than in their poetry, and nowhere is there greater eloquence than in their orations. We look to them not merely as the writers and speakers of great thoughts, but as the doers of greater deeds. There is a glory in the achievements of the Greeks under Themistocles, there is an admiration for the heroes of Salamis, there is even a pride in the successful retreat of the Ten Thousand which the humiliating days of Philip and Alexander cannot take away.

But when we turn to Rome we are overwhelmed by its greatness. When we recall the difficulties of the transportation of that day, which

made the defense easy and attack difficult, her achievement, not only in conquering all that there was of the then civilized western world, but of holding it in subjection with a reign of law so absolute that the world has never known a peace so secure as that of the Pax Romana strikes us with wonder. They gave to the world the first great example of order, and a tolerable state of liberty under the law. As we study their history, there is revealed to us one of the greatest peoples, under the guidance of great leaders, exhausting themselves in their efforts that the civilized world might be unified and the stage set for the entrance of Christianity. In their conquests, we see one of the most stupendous services, and in their disintegration one of the most gigantic tragedies which ever befell a great people.

Everyone knows that the culture of Greece and Rome are gone. They could not be restored, they could not be successfully imitated. What those who advocate their continued study desire to bring about is the endurance of that modern culture which has been the result of a familiarity with the classics of these two great peoples. We do not wish to be Greek, we do not wish to be Roman. We have a great desire to be supremely American. That purpose we know we can accomplish by continuing the process which has made us Americans. We must search out and think the thoughts of those who established our institutions. The education which made them must not be divorced from the education which is to make us. In our efforts to minister to man's material welfare we must not forget to minister to his spiritual welfare. It is not enough to teach men science, the great thing is to teach them how to use science.

We believe in our Republic. We believe in the principles of democracy. We believe in liberty. We believe in order under the established provisions of law. We believe in the promotion of literature and the arts. We believe in the righteous authority of organized government. We believe in patriotism. These beliefs must be supported and strengthened. They are not to be inquired of for gain and profit, though without them all gain and all profit would pass away. They will not be found in the teachings devoted exclusively to commercialism though without them commerce would not exist. These are the higher things of life. Their teaching has come to us from the classics. If they are to be maintained they will find their support in the institutions of the liberal arts. When we are drawing away from them, we are drawing away from the path of security and progress. It is not yet possible that instruction in the classics could be the portion of every American. That opportunity ought to be not diminished but increased. But while every American has not had and may not have that privilege, America has had it. Our leadership has been directed in accordance with these ideals. Our faith is in them still.

We have seen many periods which tried the soul of our Republic. We shall see many more. There will be times when efforts will be great and profits will vanish. There have been and will be times when the people

will be called upon to make great sacrifices for their country. Unless Americans shall continue to live in something more than the present, to be moved by something more than material gains, they will not be able to respond to these requirements and they will go down as other peoples have gone down before some nation possessed of a greater moral force. The will to endure is not the creation of a moment, it is the result of long training. That will have been our possession up to the present hour. By its exercise we have prospered and brought forth many wonderful works. The object of our education is to continue us in this great power. That power depends on our ideals. The great and unfailing source of that power and these ideals has been the influence of the classics of Greece and Rome. Those who believe in America, in her language, her arts, her literature and in her science, will seek to perpetuate them by perpetuating the education which has produced them.

ALUMNI NOTES.

Officers of the General Alumni Association of Howard University.

ISAAC H. NUTTER, President, Atlantic City, N. J.
Dr. William A. Sinclair, First Vice-President, Philadelphia, Pa.
Miss Eva Johnson, Second Vice-President, Washington, D. C.
Miss Lucy D. Slowe, Third Vice-President, Washington, D. C.
A. Mercer Daniel, Recording Secretary, Washington, D. C.
H. A. Brown, Corresponding Secretary, Washington, D. C.
Miss Lillian E. Burke, Financial Secretary, Washington, D. C.
Miss Nellie M. Quander, Treasurer, Washington, D. C.

- '10 MR. RUFUS J. HAWKINS, Teachers' College, recently accepted a position at the State Normal School, Fayetteville, N. C.
- '11 MISS ANNA M. CECIL, Commercial College, was married to Dr. Thomas O. Johnson, New York City, June 29th, at the home of her parents in Johnson City, Tenn. They are at home to friends at 207 West 138th Street, New York. Miss Cecil is a former teacher in the Commercial College of Howard. The alumni wishes them many years of happiness.
- '11 MR. GEORGE W. MITCHELL, Teachers' College, has accepted a position to teach at Alcorn A. & M. College, Alcorn, Miss.
- '12 MR. AND MRS. CHARLES W. CHILDS have announced the marriage of their daughter, Lillian Lovejoy, to Louis H. Russell. The wedding took place at the residence of Mr. and Mrs. George Allen, New York City, September 1. Mr. and Mrs. Daniel Edmonds of Washington were present at the ceremony. At the time of her marriage Mrs. Russell was a clerk in the office of Dr. Emmett J. Scott, Secretary-Treasurer of Howard University. Mr. Russell is instructor in Chemistry at Dunbar High School, Washington, D. C. He is a graduate of the College of Arts and Sciences, Howard University, and is also a graduate of Cornell University. The couple are at home to friends at 1809 Second Street, N. W., Washington, D. C. The alumni extends to them best wishes for a bright and prosperous future.
- '14 REV. ANDREW T. READING, School of Religion, had a large and interested crowd present at the laying of the corner stone at the A. M. E. Community Church, Jackson, Michigan, on Sunday, October 2, 1921.
- '14 REV. GEORGE M. MILLER, School of Religion, writes that his church has just removed a debt of \$7,500, which has been a burden for years. It is reported that of all the churches in that Synod his church stands first numerically, financially, and spiritually.
- '14 MR. ANDREW TERRY, Teachers' College, is located at Enterprise, W. Va.
- '14 MR. S. P. MASSIE, Teachers' College, is principal of the Hickory Street High School, North Little Rock, Ark.

MISS BEATRICE BURSON, Teachers' College, is teaching English in the High School, Dallas, Texas.

WE are informed that Mr. Benjamin Tanner Johnson, Teachers' College, received the degree of Master of Arts from Harvard in June, 1920.

ANNOUNCEMENT has been made of the marriage of Dr. Archie R. Fleming, School of Medicine, to Gertrude Edgar, who was graduated from the Training School for Nurses, Freedmen's Hospital, in 1921. Dr. Fleming was formerly an interne at Freedmen's Hospital, but is now practicing in Suffolk, Virginia. The alumni extends best wishes to the happy couple.

MISS MARGARET BUGG, College of Arts and Sciences, has returned to Smith-held Normal and Industrial School, Smithfield, N. C., where she has been located since leaving the University.

REV. SAMUEL B. WALLACE, School of Religion, is successfully pastoring one of the large and prosperous churches in Philadelphia, Pa.

MR. WILLIAM S. NELSON, School of Liberal Arts, was one of the delegates to the Pan-African Congress. Before attending the Congress he visited Italy, France, Germany, Switzerland, and England. He has decided to remain in Europe to further pursue his literary work.

THE RECORD is in receipt of annual subscriptions from Misses Grace L. Randolph, School of Music, and Nathalie B. Anderson, School of Applied Science, who have recently accepted positions at the State Normal School, Fayetteville, N. C.

MISS VIOLA TAYLOR, Teachers' College, has entered upon her second year as teacher at New Orleans College, New Orleans, La.

MRS. LEAH JOHNSON, School of Applied Science, is teaching at Tillitson College, Austin, Texas.

MISS JESSIE E. MOTTE, School of Education, and Mr. Oliver A. Ross, School of Liberal Arts, have been appointed teachers at Wiley University, Marshall, Texas.

MR. WALTER BYRD is teaching at Gloucester Normal and Industrial School, Gloucester, Va.

MR. CLEATUS P. DUNGEON, School of Education, has resumed his work in the Lincoln High School, Wheeling, W. Va.

MR. PAUL BROWN, School of Education, is teaching at Tuskegee Institute, Alabama.

MISS MAMIE GREEN is teaching Domestic Science at Tuskegee Institute, Alabama.

MISS ANNIE M. SCARLETT, School of Liberal Arts, is teaching in St. Athanasius School, Brunswick, Ga.

MISSSES FANNIE FAYERMAN and Bernice Foreman, School of Liberal Arts, have accepted positions in the Peabody High School, Petersburg, Va.

MISS PAULINE J. PHILLIPS, School of Liberal Arts, has accepted a position at Ocean Grove, N. J.

- '21 MISS HARRIET DORSEY, School of Liberal Arts, and Miss Pearl R. Cain, School of Education, were recently appointed instructors in Dunbar High School, Fairmont, W. Va.
- '21 MR. JESSE LAWRENCE, School of Liberal Arts, who was a recent visitor in the city, left for Durham, N. C., where he has accepted a position at the National Training School.
- '21 MISS LILLIAN BROWN, School of Liberal Arts, has accepted a position at Virginia Union University, Richmond, Va.
- '21 MISS MAZIE O. TYSON, School of Liberal Arts, is teaching Physics at Wiley University, Marshall, Texas.
- '21 MISS GEORGE GREEN, School of Education, has accepted a position at Virginia Normal and Industrial Institute, Petersburg, Va.
- '21 MR. ROLAND HEACOCK, School of Liberal Arts, has matriculated at Yale University.

UNIVERSITY NOTES.

 Additions to the Faculty.

THE Department of Chemistry is very fortunate in having associated with it Miss Beatrix Scott, who is the first lady to appear on the teaching staff in this department. Miss Scott received her early education at Tougaloo University, graduating in 1916. She entered Oberlin College, doing her major work in Chemistry, and graduated with Cum Laude in this subject in the year 1920. During the year 1919 she was a student at Columbia University. Miss Scott is a member of the Phi Beta Kappa Society, having earned this through her excellent work in the field of chemistry; she has also done some research work in the field of physical chemistry.

During the year 1920-21 Miss Scott had charge of the Department of Chemistry at the State Normal School in Nashville, Tenn., from which place she comes to join hands with us in helping make Howard University a bigger and better institution.

MR. CHARLES E. BURCH is the new addition to the Department of English. Mr. Burch received his early education in Bermuda. He entered Wilberforce University where he pursued his studies, receiving from this institution his A. B. degree. He entered the Graduate School of Columbia University and received his M. A. degree from this institution.

Mr. Burch was instructor in English at Tuskegee Institute during the years 1915-1917; State Normal School at Langston, Okla., 1917-18; and professor of English at Wilberforce University, 1918-21.

Mr. Burch has published several very interesting articles on English topics in the *Southern Workman*, *The English Journal* and the *Crisis*. He is at present engaged in special research in his particular field and hopes to publish a book very soon.

THE Faculty of the Conservatory of Music has been greatly strengthened by the addition of Mr. Charles Cecil Cohen, instructor in piano forte and organ, and Mr. Wesley Howard, instructor in violin and first-year solfeggio.

MR. COHEN was graduated from Fisk University in 1914 and from the Oberlin Conservatory in 1917, receiving the Bachelor's degree in music. He began his teaching career in the State of Alabama. His teaching duties were interrupted by the war, during which time he served in the 365th Infantry. During the past two years Mr. Cohen has been engaged in private studio work in Detroit, Mich.

MR. HOWARD comes from the New England Conservatory, having completed his work from that institution with high honors. In 1918 and 1919 Mr. Howard was soloist and assistant band leader with the 809th Infantry in France. He spent last year at *Ecole Normale* and *Conservatoire National* and received a certificate for special course in violin. Mr. Howard was a first violinist with the French *Orchestre Symphonique* in Paris.

 Four Professors Return to Howard After a Year's Leave of Absence.

In many institutions of learning, the practice has arisen of granting leaves of absence to instructors for purposes of study and travel. The value of this privilege, both to those who teach and to the institution which grants it, can no longer be

questioned in educational circles. In line with its forward movement, Howard University has adopted the custom of granting leaves for purposes of study. The first group of instructors who were allowed leaves of absence under this recently adopted system, was granted the privilege for the scholastic year, 1920-1921. At their own request, four members of the faculties of the School of Education, the School of Finance, and the School of Liberal Arts, regarding such an opportunity as highly desirable, were permitted by the Board of Trustees to arrange for a period of absence. Equipped with professional attitudes, with the experience of past years of teaching, with eager desires to gain more of the method and content of their special subjects, and conscious alike of the very definite purposes for which they had come, these instructors became again students at Cornell, Columbia, the University of Washington and Harvard.

PROFESSOR THOMAS W. TURNER, of the School of Education, went to Cornell University, Ithaca, N. Y., where he continued graduate studies in the fields of Botany and Agriculture. In addition to these studies, for several years Professor Turner has been pursuing investigations in connection with the Department of Agriculture at its Washington and northern Maine Experiment Stations. As a result, in June, 1921, he received the degree of Doctor of Philosophy from Cornell. Dr. Turner's return to Howard in a special way, therefore, adds greater prestige to the University and the special field of science in which he is interested. The Doctorate represents years of study and high attainment; and Professor Turner is to be congratulated in receiving the highest honor which a University confers.

PROFESSOR MACLEAR, of the School of Education, spent last year at Teachers' College, Columbia University, New York City, where she had received the degree of Master of Arts. Her work lay in the field of Educational Psychology, Educational Sociology, and the History of Education. In May she passed her examinations in these three subjects. She has, however, a half year of work and her dissertation to complete before receiving the degree of Doctor of Philosophy. Professor MacLear reports having had a very interesting year and she returns to Howard with a new viewpoint in education and a new sympathy for students.

PROFESSOR GEORGE W. HINES, of the School of Commerce and Finance, spent the year at the University of Washington, Seattle, Washington. His graduate work was in the field of Economics, covering courses in Corporation, Finance, Trusts and Investments for the degree of Master of Business Administration. Since Howard University was not on the accredited list of Colleges, Professor Hines was forced to take the entrance examination for the Graduate School. On the completion of his thesis, his work for the degree will be completed.

PROFESSOR CHARLES H. WESLEY, of the School of Liberal Arts, pursued graduate studies at Harvard University, Cambridge, Mass. This was his third year of work in the graduate study of History; two years were spent in residence at Yale University, from which the degree of Master of Arts was received. Professor Wesley maintained a high average in his year's work at Harvard and because of this standing was allowed the minimum residence requirements and was granted admission for candidacy to the degree of Doctor of Philosophy. The general examination, the thesis and the special examination on the field of the thesis are the tasks which Professor Wesley plans to complete within the next two years. His researches in one historical seminar were of such value that the Director, Professor Edward Channing, plans to quote them in a forthcoming volume.

The scholastic standing of Howard University in the University world depends on the advanced degrees, the complete training and the individual researches of its Faculty as well as the thorough instruction of the class-room. These instructors realizing the value of advanced training to Howard and to their professional growth as individuals, have employed their leaves of absence in graduate study for higher degrees. In one case the degree has been obtained and in others substantial progress

has been made. They return to Howard after a year of valuable contacts and experiences, with new points of view and with greater enthusiasm for teaching and for scholarly endeavor in their chosen fields.

Ground-Breaking Exercises Held for Howard University's New Home Economics and Dining Hall Building.

GROUND breaking for the new Home Economics Building to be erected by the Howard University took place on the University campus at 12:45 o'clock the afternoon of Tuesday, June 7, 1921. Each member of the Board of Trustees turned a spade of dirt. A simple program of exercises was followed and the University R. O. T. C. Band played the "Howard Alma Mater" and several other selections. Dr. J. Stanley Durkee, President of the University, presided and Dr. Emmett J. Scott, Secretary-Treasurer, reported the Congressional action providing \$201,000 for the erection of the building.

Dr. Scott stated that the preliminary plans for the new Dining Hall and Home Economics Building have been submitted to the Department of the Interior and have been approved. The final plans are to be submitted shortly and it is expected that bids will have been accepted and the construction of the building begun not later than July 15th. It is hoped that it will be ready for dedication and occupancy during the early part of the next school year. The building will be modern in all of its appointments. The University authorities asked permission of the Interior Department that the plans for the new building might be prepared by its own architects, consent being given the plans were so prepared by William A. Hazel and Albert I. Cassell, both architects and instructors of the school.

The structure is to be "L" shaped in plan, making it possible to develop two fronts, one 110 feet facing south and a principal facade 132 feet facing east on the reservoir in McMillan Park. The buildings will be three stories in height, 13 feet, 20 feet and 12 feet, respectively. All the entrances will be at the ground floor, which is slightly above grade. The upper floors are reached by a handsome main staircase. The main floor will contain men's and women's cloak and coat rooms and toilets, a private dining room and reception room. Provision will also be made for a refrigeration plant, storage for Boarding and Domestic Science departments, laundry, linen room, hot water storage, and garbage incinerator. The main wing on the first floor, 57 feet by 130 feet by 20 feet high, will be entirely occupied by the Students' Dining Hall, having a seating capacity of 525. It will be lighted on the long side towards the reservoir by an arcade of five large casement windows, which will contain a visitors' gallery, or musicians' gallery, have deep panelled ceiling and high wainscotted wall. Extending from one end of the Dining Hall will be a service wing containing a kitchen of the most modern arrangement and equipment. The entire upper and second floor will be occupied by the Home Economics Department comprising the divisions of Domestic Science and Domestic Art with their several laboratories and class-rooms and housekeeper's suits. There will be also a large cafeteria for the accommodation of both faculty and students.

The building will be fireproof in construction throughout, of steel, brick and concrete. The exterior will be of red brick of broken tones and rough texture with trimmings in limestone. The floors will be of steel and concrete. The architectural style adopted is "Colonial," the style of the more important existing buildings. The dining hall, by reason of its large dimensions, will be the dominating feature of the interior and finds its expression on the exterior by the large arcade of semi-circular windows. The three floors have a combined area of 28,000 square feet and a cubic content of nearly 500,000 cubic feet. It will be steam heated and elec-

trically lighted throughout and will cost \$201,000 when finished and furnished.

The Trustees present were: Rev. Charles H. Richards, of New York City; Mr. Rolfe Cobleigh, Boston, Mass.; Colonel Theodore Roosevelt, Washington, D. C.; Rev. Ulysses G. B. Pierce, Washington, D. C.; Dr. J. E. Moorland, New York City; Bishop John Hurst, Baltimore, Md.; Dr. William A. Sinclair, Philadelphia, Pa.; Dr. Marcus F. Wheatland, Newport, R. I.; Mr. Andrew F. Hilyer, Washington, D. C.; Mr. William V. Cox, Washington, D. C.; Dr. J. H. N. Waring, Hopkinton, Mass.; and Hon. J. C. Napier, Nashville, Tenn.

Evening Classes at Howard University Pave Way for Establishment of a Collegiate Summer School.

HOWARD UNIVERSITY, in keeping with its new program of rendering the greatest possible service as a national University for the training of colored youth, last year, at the beginning of the Winter Quarter, January 4, 1921, inaugurated a system of evening classes with Professor William J. Bauduit as director. These evening classes are of full college grade and yield the usual credits toward the various academic degrees conferred by the University. They are being taught by the regular University instructors and exact the same requirements and maintain the same standards as the day classes. To the ambitious, self-supporting student who is unable to attend classes during the day, the Howard University now offers the exceptional opportunity of securing a college education through evening instruction.

There are some people who look askance at evening academic work; but whatever prejudice has existed up to the present against it seems due in part to caste consciousness of the individual as well as to the supposedly loose standards of the evening schools. With the general spread of democratic ideas and the application of the same requirements and standards to both day and evening work, this prejudice is dying out and the evening school is coming into its own as a powerful factor in our social and educational scheme. Many of our greatest colleges and universities now offer evening work with full credit toward the usual degrees. Among these institutions are the University of Chicago, the Carnegie Institute of Technology, the College of the City of New York, the Johns Hopkins University, the University of Pittsburgh, and Harvard University. The U. S. Bureau of Education is now engaged in making a survey of the present status of evening instruction, the immediate supervision of the work being in the hands of Dr. Frederick B. Robinson, Dean of the College of the City of New York. According to former U. S. Commissioner Claxton, "one of the great services which can be rendered the nation through education will be the establishment of a thoroughly co-ordinated evening instruction, which will enable a person who drops his education by day to continue that education at night."

The work of the evening classes at Howard University has thus far been quite satisfactory and successful. Courses have been taken by school teachers, school principals, government employees, lawyers, college graduates, and others. Some of these students are pursuing the regular four-year course leading to the baccalaureate degree; others are merely becoming acquainted with some particular subject or keeping in touch with the academic life for purposes of general culture; while still others are obtaining a special preparation which they must have in order to qualify for some specific position. The work has been regular and thorough, the standards high, and the students and instructors enthusiastic.

For several years Howard University has contemplated this step and now the beginning of the movement has been launched. Evening classes at Howard undoubtedly mark a clear and distinct extension of the usefulness and influence of the University. It is very likely that this movement will soon be followed and supple-

mented by another with similar potentialities for good, for the establishment of a Summer School at Howard University for collegiate instruction now seems practically assured for next year.

The University regards itself fortunate in having secured the services of Dr. Algernon B. Jackson, who will become professor of Public Health and Hygiene in the School of Medicine at the beginning of the term, October 1, 1921. Dr. Jackson comes to the University with a wealth of experience in organization, public health and sociological matters. He was formerly surgeon-in-chief and superintendent of Mercy Hospital in Philadelphia, and has been a contributor to medical and sociological literature. He brings to his new work enthusiasm and a broad love for humanity, without which such a movement could not succeed.

Just as all Americans are awakening to the need of physicians and nurses being trained in sanitary science, the colored American is also taking his health problem seriously and desires to make his contribution to national health. More colored doctors and nurses must be trained, and it is to meet this need that the Howard University has set out to do a work of national scope.

Marshal Foch Invited to Visit Howard University.

As a member of the Citizens' Committee of One Hundred, which is making arrangements for the entertainment of the delegates to the Conference on the Limitation of Armament and for the entertainment of Marshal Foch, the Inter-Allied Commander, Dr. Emmett J. Scott, Secretary-Treasurer of Howard University, has made special request, with the approval of President J. Stanley Durkee, that Marshal Foch visit the Howard University when he comes to Washington, to be entertained as the guest of the University.

In a letter to Colonel James A. Drain, a member of the Entertainment Committee of the American Legion, Dr. Scott emphasized the important part which the 400,000 colored soldiers, who were called to the colors, played not only in camp and cantonment in America, but overseas as well, calling attention to the glowing tributes paid the colored soldiers from America by French commanders. He stated that it is altogether fitting that during the visit of Marshal Foch to the National Capital that he should spend a moment on the grounds of the University where 1,786 colored men were trained for Army service.

Colonel Drain, in his reply to Dr. Scott, states that he has taken up the matter with Chairman Alton T. Roberts, of the American Legion National Committee for the Reception of Distinguished Guests, recommending that this arrangement be made.

Howard University Offers Advanced Training in Social Hygiene.

By right of location, spirit of progressiveness and its advanced standards, the Howard University of Washington, D. C., is truly designated and regarded as "the national university for the education of colored youth."

The latest innovation undertaken by this institution of learning is a plan looking to the establishment of a School of Public Health and Hygiene. In taking this advanced step, the Howard University is keeping pace with the few great American universities which have but recently instituted such departments. Aside from the technical knowledge gained by those who study in a school of public health, the high altruistic motives which dominate such a forward-looking movement will not be lost sight of.

The School of Religion.

THE following changes in the faculty of the School of Religion have occurred. The retirement of Dr. Frank P. Woodbury from the chair of Homiletics and Pastoral Theology, which he has filled with such ability for so many years, is a great loss to the University. His many friends here wish for him much joy in the richly deserved leisure of his remaining years. Though he is no longer an active member of the faculty, we are glad that as professor emeritus we may still claim him as one of us and be assured of his deep and abiding interest in the school to which he so unstintedly gave the richest years of his life.

To our regret, and his own, Rev. Walter A. Morgan, pastor of the Mount Pleasant Congregational Church, has felt obliged to give up his position as professor of Systematic Theology in order to devote more time to his large and growing parish.

Two of our city pastors who assisted us last year have been given additional classes this year. Rev. W. O. Carrington, D. D., pastor of the John Wesley A. M. E. Z. Church, who taught in the evening school last year, will, in addition, teach in the day school in the N. T. Department. Rev. James D. Buhner, D. D., pastor of the First Reformed Church, has been engaged to teach Philosophy and Psychology.

Two other city pastors, Rev. James L. Pinn and Rev. C. H. Butler, will continue their services.

We welcome to our faculty two new men who will bring added efficiency and strength to the School. Rev. Charles Noble, D. D., for many years professor of English at Grinnell College, will teach English and have general charge of the homiletic exercises and public speaking. Rev. Hugh K. Fulton, pastor of the Northminster Presbyterian Church, will bring to the class in Pastoral Theology the fruits of his twenty years' experience in the pastorate.

REV. S. H. WILLIAMS, of the class of 1920, writes enthusiastically concerning his work at Lawrenceville, Va. He attributes his success to his training here. He writes: "I have tried to apply the social teachings of Jesus to my people. * * * Would you mind telling my fellow students to get their sociology in order that they may be of help to their race?" To show his appreciation of the School of Religion and his estimate of the value of the courses in sociology, Mr. Williams offers a prize of \$10 to be given to the student in the school who "does the best work in Social Service." Would that more of the graduates of the University showed a like practical interest in their Alma Mater.

A Valuable Library Given to Howard University.

WORTHY of more than passing notice is the fact that the theological library of the late Joseph Cook, one of the most celebrated orators and preachers of his time, has been given to Howard University.

The following extracts from letters will be of interest in this connection:

Lindenmere, South Hero, Vt., August 18, 1921.

MY DEAR DR. PRATT:

You doubtless saw a notice of the death of Mrs. Joseph Cook, whose funeral I attended in Ticonderoga, N. Y., August 5th. Mrs. Cook's attorneys inform me that clause seven in Mrs. Cook's will states that, after a few special volumes have been given to friends as mementos, all of the Cliff Seat Library is bequeathed to me in trust, and by me to be presented "to some needy college or institution where the

books will be valued, and where they would be placed in an alcove called the 'Joseph Cook Alcove,' or words to that effect, indicating to whom they originally belonged."

I have seen the library many times at Cliff Seat. The books were selected with great care and I should consider the library as a whole of great value. Doubtless some books would be discarded as being out of date, but a library of considerable size of real value and in excellent condition would remain.

I know of no place where I should prefer to see these books go than to Howard University, if in the judgment of yourself, of President Durkee and any others especially interested the gift would be acceptable and useful.

Mrs. Cook was very much interested in Howard University. At one time she presented a picture of Wendell Phillips to the University. Mrs. Cook told me at one time that she spent a delightful Thanksgiving season at the home of President Rankin. She was especially interested when she learned that I was seriously considering accepting the position offered me at Howard.

Yours sincerely,

WILLIAM C. GORDON.

Under date of September 8th Dr. Gordon wrote:

"MY DEAR DR. PRATT:

I was called to Ticonderoga a few days ago to assist in the settling of the estate of the late Mrs. Joseph Cook. I found that some books, including many on the local history of this region, were given to the Ticonderoga Public Library. Some others were given to the Boys' School at Silver Bay. The rest were left for me to dispose of. I went through the entire library with Mrs. Cook's sister-in-law and culled out many that seemed to me not likely to be of real service. Others may be discarded after they reach Washington. I estimated roughly the number of books destined for Howard University at from 1,200 to 1,500 volumes."

We are exceedingly grateful to Dr. Gordon for his part in securing for Howard this collection of books. It means much that Howard University is held in such high esteem by many people of wide influence. We hope that more will come to our assistance in practical ways that we may meet successfully our enlarging opportunity and we hope, even more, that we may ever be worthy of their esteem.

THE Theological Loan Library has been enriched by the gift of several hundred books from the library of Dr. Woodbury. Many of these books are recent publications and testify to the fact that our honored professor of Homiletics and Pastoral Theology kept abreast of the times and gave his students things new and old out of the rich experience and wide information brought through many years. These books will speak to us messages of cheer and wisdom as we gratefully recall their donor.

Howard Law School Raises Standards.

THE Howard University Law School began its first year under Dean Mason N. Richardson, who was elected last spring upon the resignation of the late Dean Benjamin F. Leighton, with the formal opening Saturday night, October 1st, at which time announcement was made of the enlarged program of instruction and the raising of standards looking to the placing of the Howard University Law

School in rank with the great law colleges of America. At the opening, Dr. J. Stanley Durkee, President of the University, address the body of students and the large number of alumni of the Law School upon the subject of "Life and Law." "Work-immortality rather than Self-immortality" was the idiom of life which he urged upon the students. He impressed upon them the possibilities of life manifesting its greatness through work consummated under the benign influence of law.

Professor Andrew Wilson, who presided in the place of Dean Richardson, who was absent due to illness, announced the enlarged program that would mark the work of the new school year. He invited attention to the additions to the faculty, the recasting of the curriculum along lines approved by the Association of American Law Schools, and made special reference to the reorganization of the Moot Court in which the work this year will be more important than it has ever been.

Following the announcements by the acting Dean, the professors who were present offered in turn a brief word as to their special subjects. A feature thoroughly enjoyed was the rendition of two violin solos by Miss Clementine Hart, daughter of Prof. W. H. H. Hart, of the faculty.

Many improvements have been made in the Law School, both in the raising of the standards of the school and of the physical structure of the building. The raising of the academic standards for admission calls for an accurate system of checking up the claims of applicants and of keeping their records after they have been allowed to register. No applicant can enter the School of Law now unless he can show a transcript of four years of accredited secondary work or its equivalent as measured in Carnegie units. In 1924, the requirement will be two years of standard collegiate training.

During the summer a complete new heating system has been installed under the direction of the Secretary-Treasurer of the University. In the place of the old gas lights, bright new electric lights hang from the ceilings in all the rooms, while new sanitary arrangements on all floors and in the basement are provided. For the office of the Secretary new furniture has been provided. It was hoped that the planned construction of a new story to the Law School Building to provide for additional class-rooms would have been completed during the past summer, but on account of the contractors not being able to finish the work by the opening of the school year, this improvement has been postponed until the coming summer. Thus, the Howard University Law School, already secure in its title to a place among the A No. 1 law schools of the country, has boldly announced its intention to move on to a seat in the front row of the assemblage of the great American institutions of legal learning.

The Department of Dramatic Art of Howard University as Described by
Kenneth MacGowan in the New York Evening Globe.

KENNETH MACGOWAN, the writer of the following article on the Department of Dramatic Art in Howard University is regarded as one of the leading authorities on the drama in this country. He is the editor of *The Theatre Arts Magazine* and dramatic critic of the *New York Evening Globe*. He is keenly interested in our efforts at Howard to develop the foundations of the Negro Theatre. Other articles by distinguished dramatic critics will appear during the months of October and November in *The Nation*, *The New Republic*, *The Theatre Magazine*, *Ainslee's*, *Life*, *The New York World*, etc. These articles will present to the public the urgent need for a modern theatre for the production of the Howard Players.

M. G.

(*New York Globe*—March 26, 1921.)

Negro University Has Dramatic Department on Lines of Harvard's.

Play-Acting Toward a Degree.

Howard University is an institution of about 1,500 students and a hundred teachers. Yet small as it is and limited as its means must be, it has established a department of dramatics giving courses in the three main fields of work in the theatre—playwriting, acting, and production. Howard has gone farther than Harvard in one respect. It gives full credit toward a degree for work in the courses in acting and production. Harvard has not yet recognized in this fashion the value of training which Professor Baker gives volunteer students through his production group, the "47 Workshop."

The head of the department of dramatics at Howard is Professor Montgomery Gregory, himself a Harvard man. He gives the course in dramatic technique or playwriting as well as a course in the history of the drama. The course, which covers acting and production, is divided into two sections. Marie Moore-Forrest, executive officer of the Community Service, gives the instruction in acting.

This includes both theory and the actual rehearsal and production of plays. Every Saturday the class works upon the technical side of putting on a play, designing and making scenery and costumes, and arranging lighting effects for the pieces that the class is working upon with Miss Forrest. The study of scene design is under the direction of Cleon Throckmorton, technical director of the Provincetown Players, who makes a trip to Washington weekly for the purpose. Sue Gossin of the Boston School of Fine Arts teaches costume design.

Dunsany Given by Negroes.

The Howard Players, which is a fusion of the old Dramatic Club of the institution and the new department of Dramatics, has already put on a bill containing Ridgely Torrence's "Simon, the Cyrenean," and Dunsany's "Tents of the Arabs." After the Monday morning performance, in which Gilpin will appear, the Howard Players will give two other performances of the play with one of their own actors, George D. Williams, taking the leading part.

Now, why should a small University and a Negro University give all this time and energy to the study of theatrical production? Not alone because of the training of mind and emotion, which is the primary business of a University. The vision of Professor Gregory, who is director of the Howard Players as well as chief of the department of Dramatics, goes beyond that.

To Win Rights Through Art.

"I believe," said Professor Gregory on a recent trip to New York, "that the Negro has a wonderful opportunity through the drama to win a better standing in the community. Not through the production of plays of propaganda; that would be a mistaken effort. I believe that we can win a broader recognition of our rights and responsibilities as citizens by demonstrating our abilities as artists. The work of Gilpin has done a tremendous amount toward furthering the cause of the Negro.

"My hope is that we can train actors and producers who will be able to organize groups of Negro players in a few of the bigger cities. They should not establish theatres in the Negro districts, for that would tend to prevent the white community from seeing their art. Since the rentals in the regular theatre districts would be practically prohibitive they would find such a location as the Provincetown Players to their best advantage. I think that if they presented good entertainment of individual character in such a playhouse they would find an appreciative audience. And

this audience would recognize the virtues of the Negro race and accord it such respect as it deserves."

The Negro in the Theatre.

Efforts toward dramatic expression by the Negro have been few and halting. The earliest that sticks in my memory was the Williams & Walker Company, which appeared in so many excellent musical pieces more than fifteen years ago. Bert Williams and Charles Gilpin are the only colored players that I know of who have won greater renown since they were in the old troupe together. New Yorkers remember the Colored Players that Robert Edmond Jones and Mrs. Emily Hapgood organized about 1916 to appear at the Garden Theatre in plays of Ridgely Torrence. Last year a small group of amateurs formed at a Y. W. C. A. in Harlem to give a few performances of "Simon the Cyrenean." This year, through Atlanta University, another Negro college, Mrs. Alice Ware organized a pageant of the race, which was presented in an Atlanta playhouse and will probably be given in New York. Colored stock companies and vaudeville have flourished from time to time.

As yet the Negro has done little in playwriting. But any one who knows the music of the Johnsons, who wrote "Under the Bamboo Tree," who has heard the Clef Club and the jazz bands of such men as Jim Europe, and who realizes that the Negro is perhaps the only American to create distinctive and native music, will be far from pessimistic over the development of this new interest in the serious drama. The Negro may find in playwriting as new and original a line as he has found in music.

"A PLAN FOR THE STUDY OF FRESHMAN ENGLISH" is the title of the pamphlet of 21 pages just issued by Associate Professor Lorenzo Turner, of the Department of English. This interesting pamphlet should be of substantial assistance to students taking courses in English 1 and 2.

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The Conservatory of Music.

THE Howard Conservatory of Music had its beginning in nineteen and thirteen when the Trustees voted that the Music department should be separate and distinct from the School of Education. Its growth in numbers and scholarship in these few years has been wonderful. The close relationship existing between literature and the arts naturally suggests the University as the place where the two may be studied side by side. Howard Conservatory of Music, then, is especially fortunate because it is intimately associated with the literary departments, having access to all their social and intellectual advantages.

The aim of the Conservatory is to equip students so that they may embark on artistic careers or go out as well trained teachers in their chosen fields. In fact, the diffusion of musical knowledge which our Conservatory has brought about during its short existence in producing a number of teachers has already helped to raise the standards of study. Within the last eight years music has made tremendous strides among the Negro race and the Howard University Conservatory of Music may lay claim to a major share in this movement.

The general plan of the Howard University Conservatory is similar to that of the best conservatories connected with the leading universities and colleges in the country. It aims at the production of musicians of liberal culture in the various departments of musical activity. As the course of study laid down in the college is not intended to give a knowledge of any one branch alone, but by combining the study of language with that of mathematics, natural sciences, etc., to secure to the student such an intellectual development as will form a substantial basis for future attainments, so in the Conservatory the course has been planned with reference to securing that symmetrical development of the musical faculties which is essential to the true musician, whether music teacher or performer. This year for the first time the Conservatory is planning to have an artist recital course. Hearing good music rendered by artists of superior ability is just as important as regular classroom work. The Conservatory faculty will bring to the University students the best talent available for these concerts.

Professor Lochard in New Field.

PROFESSOR LOCHARD has recently been made a member of the "Photoplaywrights' League" of America. This corporation is composed strictly of writers for the screen. Monsieur Lochard is probably one of the few men whose first attempt in the art of building dramatic plots is so highly lauded by the big studios. His photoplay, "A Mother's Sin," which is creating a sensation in the movie world, is said, by one of the studio directors in Los Angeles, California, to be one of the most powerful and gripping photodramatic plots ever conceived.

Physical Additions and Improvements at Howard University.

DURING the past summer there have been unusual activities at the Howard University in the way of additions and improvements of a physical character.

The chief operations have been in connection with the erection of the new \$200,000 building for Home Economics and a dining hall. During the past year plans for the building have been in process of preparation by the architects, Professors William A. Hazel and Albert I. Cassell, who are instructors in the architectural department of the University. When completed, the plans were submitted to the Secretary of the Interior and were approved. Bids for the construction of

the building were opened August 23, at the Interior Department, in the presence of a large number of bidders—thirty-eight in all—and a Board designated by the Secretary of the Interior, consisting of the following persons: Dr. Emmett J. Scott, Secretary-Treasurer, representing the Howard University, Chairman, and Mr. W. B. Acker, Assistant Attorney; Mr. James F. Gill, Assistant Superintendent of Buildings; Mr. William S. Ayers, Clerk; Mr. Fred H. White, Clerk, representing the Department of the Interior. This Board opened the bids, the lowest of which were:

General contract for the building: The Consolidated Engineering Company of Baltimore, Md., \$160,000. For steel construction: The Bethlehem Fabricators Company, Bethlehem, Pa., \$15,470. For plumbing and heating: The Federal Heating Company, Washington, D. C., \$14,711. For electrical construction: E. C. Gramm, Washington, D. C., \$2,750. Total, \$201,931.

After certain substitutions and eliminations of materials had been made by the architects to bring the total amount within the appropriation, the Board recommended the award of the several contracts to the above bidders, the recommendation having been approved by the Secretary of the Interior and the contracts awarded work of excavation was immediately begun. The reinforced concrete foundations are now being laid, and the building will be ready for occupancy about March 1, 1922.

By an executive order of the President of the United States, all plans for public buildings, statues, parks, etc., within the District must be submitted for judgment to the Commission of Fine Arts, a body composed of the following gentlemen: Mr. Charles Moore, Chairman; Mr. John Russell Pope, of New York; Mr. James L. Greenleaf, Mr. James E. Frasier, Mr. Henry Bacon, Mr. Louis Ayers, and Mr. H. Siddons Mowbrey. Mr. John Russell Pope, of New York, is one of the most distinguished architects in America, and Mr. Henry Bacon, of New York, is the architect of the beautiful Lincoln Memorial, now approaching completion in Washington. On September 15 Dr. Emmett J. Scott, Secretary-Treasurer, and the architects of the building, Messrs. Hazel and Cassell, appeared before the Commission to discuss not only the plans for the new Dining Hall and Home Economics Building, but also improvement of the Howard University grounds. The Commission has reported to the Secretary of the Interior their approval of the plans—the first plans designed by Negro architects to have been submitted to this high authority for official criticism.

In approving the plans for the new Dining Hall and Home Economics, Mr. Charles Moore, Chairman of the Fine Arts Commission, has written:

"The plans and location (Dining Hall and Home Economics Building) were approved by the Commission. The time now seems propitious for a general plan for the development of Howard University, which is going to occupy a large and important area in the District of Columbia, and the proper development of which institution can add very greatly to the attractiveness of the city. This fact can be readily seen when one considers that the University grounds join the McMillan Park, which in turn joins the Soldiers' Home grounds. The authorities of the University, with the advice of the Commission of Fine Arts, are quite competent to make such a plan."

Next in importance are the improvements in and about Science Hall, consisting of a sunken concreted area twelve feet wide along the front and two sides of the building, with retaining wall and stone-capped parapet walls and broad stairs leading down from the surrounding grounds. This work has added greatly to the appearance of the building and cost about \$5,000.

Broad concrete steps have also been built down the terraced slope from the chapel to a concrete walk leading to the Science Hall intersecting a similar walk from the hall to the Administration Building.

An important improvement has also been made in the Girl's Dormitory (Miner Hall) by the installation of a bath room on the third floor. Similar ones were installed on the first and second floors last year. Miner Hall has now on each of its floors up-to-date bath rooms with tiled walls and floors, furnished with ample showers and other fixtures of the most approved sanitary type. Cost about \$3,500.

In the boys' dormitory (Clark Hall) eight showers have been installed in the basement and other improvements of a sanitary nature costing about \$3,000.

The appearance and convenience of the Main Administration Building has been greatly enhanced by the installation of new electric lights and drinking fountains. Many minor improvements have been made, including painting and the laying out of large beds of ornamental plants on the campus. A new steel grandstand, seating a thousand, will, in all probability, be erected on the Athletic Field in time for the football games this autumn. The University Administration is being congratulated on all hands for the excellent appearance of both buildings and grounds.

THE fifth annual convocation of the School of Religion, Howard University, Washington, D. C., will be held on November 15, 16, and 17, 1921.

Convocation theme: "Next Steps Towards Racial Co-operation."

Eminent Speakers—Round Table Each Afternoon.

Sessions daily at 9.45 A. M., 1.45 and 7.45 P. M. All are invited to attend and to participate in the discussions.

The Purpose of the Convocation.

IS RACIAL CO-OPERATION IMPOSSIBLE? IS HUMAN BROTHERHOOD A DELUSION? IF SO, THEN JESUS CHRIST WAS A FALSE TEACHER AND HIS KINGDOM HAS NO MEANING.

If Jesus spoke the truth, then Racial Co-operation is not only possible, it is essential to human welfare and progress. The Fatherhood of God loses its significance save as men realize in conduct the truth of Jesus' word, "All ye are Brethren."

The outstanding international problems of the day center around the question of Race Relationship. Our most perplexing domestic difficulties concern the relation between the immigrant and the native, and between the colored man and the white man.

Our Convocation, in the spirit of prayer and in the faith of Jesus' Gospel, will seek to bring truth and encouragement to those who are trying to uphold justice and to promote good will among all men.

Sub-Topics for the Successive Days of the Convocation.

Tuesday, November 15: "The Re-establishment of Confidence."

Wednesday, November 16: "The Principles Involved."

Thursday, November 17: "The Application of the Principles."

Special Features.

The morning sessions will be devoted to addresses from those who are dealing with the questions involved and who will be able to instruct others out of their own experience.

At the University Chapel Hour, 12 noon, an address will be given each day by some distinguished visitor.

The afternoon sessions will take the form of a Round Table discussion under competent leadership.

The evening sessions will be more popular in character with inspirational addresses from noted speakers.

As we expect to secure the presence and active co-operation of some of the eminent guests of our Government who are attending the Conference on the Limitation of Armaments, it will be impossible to announce a complete program at this time.

UNDERGRADUATE LIFE.

FOOTBALL.

For the first time in the football history of the University, the squad started practice two weeks before the opening of school. On September 18, Coach Morrison called the first practice of the season. A number of last year's 'varsity squad, and good many new men of promising ability turned out. Coach Morrison, through rigorous training, is developing men to fill the gaps left by the graduation of Brannon, Hurt, and Lawrence. With the material in hand, the prospects for another championship year are bright.

Howard 19, Virginia Theological Seminary and College 0.

ON Friday, October 7, Howard University defeated the Virginia Theological College and Seminary on the Seminary's ground at Lynchburg, Va.

The two elevens were both in excellent condition considering the fact that the season is not far advanced. The game was well played and interesting throughout.

The Virginia team was exceedingly well coached, the work being performed by "Buck" Hunt and John Hunt, both former Howard men.

The feature of Howard's playing was the team work and speed of the entire eleven. The capable coaching of Dr. Morrison, who is assisted by "Ed" Trigg, a former Syracuse University star, was apparent throughout the game.

With the initial game of the season recorded as a victory, "the old blue and white" machine has started out to duplicate its last year's record.

Howard's line-up in Friday's game was as follows:

Nurse.....	R. End.
Brooks.....	R. Tackle
Melton	R. Guard
Holton	Center
Smith	L. Guard
Fuller (Captain)	L. Tackle
Williams	L. End
Keene	Quarterback
Payne	L. Halfback
Molton	R. Halfback
Doneghy	Fullback

Touchdowns: Doneghy, 2; Payne, 1.

NORMAN P. ANDREWS.

Howard Crushes North Carolina Agricultural and Technical College in a 33 to 0 Victory.

ON Saturday, October 15, with scores of fans lined up on all sides of Howard's Athletic Field, the "White and Blue" eleven crushed the little (Greensboro) North Carolina Agricultural and Technical College team in a 33 to 0 victory.

Howard's effective team-work was an outstanding feature of the game. With all the men working as a unit, little individual effort was needed to overcome the plucky North Carolinians, who showed from the outset that they were no match for the "White and Blue."

Within the first five minutes of play, Howard scored a touch-down. After this early start, there was no doubt of the "White and Blue" eleven's superiority. The visitors showed much courage and tried hard to prevent the onslaught. Not once during the whole game, however, were the North Carolinians able to make a first down. Howard easily put the ball across the goal line once in each of the first three quarters and twice in the fourth quarter.

During the game Coach Morrison made many substitutions. From the type of playing of the men who substituted, and the ease with which they entered into the positions played, it appeared as though the team was simply a machine with duplicates of every part.

The line-up follows:

Howard.		Agricultural and Tech.
Nurse.....	L. E.	Richmond
Fuller (Captain).....	L. T.	Wilson
Smith.....	L. G.	Moore
Holton.....	Center	Malone
Melton.....	R. G.	Patterson
Brooks.....	R. T.	Spaulding
Williams.....	R. E.	Forbes
Kean.....	Q. B.	Bell
Doneghy.....	L. H. B.	Stephens
Molson.....	R. H. B.	Lane
Payne.....	F. B.	Howell

THE Y. M. C. A. has taken up the year's work with renewed vigor and enthusiasm. The primary aim of the organization is to enter into the life of every individual student and assist him in solving whatever problems that may arise in his college life. Special emphasis will be laid this year upon personal work among the students.

The work of meeting and guiding new students during the opening days of school was very effective. It is by this means that the Y. M. C. A. gets a grip upon many men that remains permanent.

The question of unemployment is felt very keenly by the students, many of whom are self-supporting. Through the organization's employment bureau, however, quite a few men have received employment sufficient to defray most of their expenses.

The annual opening reception of the Y. M. C. A. was given Saturday evening, October 8, lasting from 8 to 11. The men, together with representatives of the male members of the faculty, spent an enjoyable evening. Mr. Channing Tobias was present and told of some of his experiences in his recent visits to some of the schools and universities of Europe.

The Y. M. C. A. membership campaign was launched on October 9 and will continue through October 16. The goal is 300 members. The budget for the year is \$600, including foreign mission pledges, pledges to the International Committee, expenses of delegates to conventions, and furniture for the Y. M. C. A. Reception Room. The organization is hoping that members of the alumni will come to its assistance in this effort.

THE STYLUS LITERARY SOCIETY held its initial meeting of the present term in Miner Hall at 8:00 P. M., Wednesday, October 12, 1921.

An interesting and commendable literary magazine was published last spring

through the diligent efforts of the members of this organization. At least one such publication will crown the achievements of the club of this year.

Stylus is the only one organization of its kind in the university, and has long stood for highest endeavor and literary achievements.

THE Howard University Department of Dramatics entered upon its career for the ensuing term on Saturday, October 8, 1921.

Dramatics at Howard University, under the direction of Professors Montgomery Gregory and A. L. Locke, are substantially and gratifyingly developing and progressive. Each year brings forth a new and brighter achievement.

Last year's productions were as follows: "The Tents of the Arabs," by Lord Dunsany; "Simon, the Cyrenian," by Ridgeley Torrence; "Emperor Jones," by Eugene O'Neil, and "The Canterbury Pilgrims," by Percy Mackye.

This year's work, in accord with the spirit and determination of the department, shall excel even such a record as the above.

ALTHOUGH not fully organized, the Student Council is working toward immediate organization, and is determined to accomplish even greater necessary good than was accomplished by the Council of last term. The earnest co-operation of both the faculty and student body is sincerely needed and expected.

The following elections have been made up to date:

Z. Alexander Looby, '22—President.

John Miles and Miss Margaret Smith—Representatives for Senior Class.

John Erskine, Edward Simmons, D. Ward Nichols and Joseph Nicholson—Representatives for Junior Class.

Oscar Beaubien and Frederick H. Robb—Representatives for Sophomore Class.

NORMAN P. ANDREWS.

The Classical Club.

CURRENT with the opening of the present scholastic year at Howard comes the reorganization of many pre-war activities and definite announcement of the re-establishment of the Classical Club within our midst.

The Classical Club, the functioning of which was suspended because of the war, exerted a correct modelling influence upon the minds of those included in its membership. The purpose of the club was the liberal study and discussion of the classics, and the relations existing between them. The important philosophical, historical, and ethical ideas involved in the spirit of the classics were earnestly sought for and freely discussed. Successful efforts were made to portray the classical figures and events of antiquities in panoramic style, with modern life as their reflecting, interpreting background. The direct aim of the club will be, when organized, just as formerly, to give to the student not a mere superficial familiarity with syntax or cold classical dogma, but to make the characters and happenings of classicism fully explain themselves, through parallel modern version.

It is to be sincerely hoped that the need for and the mission of such a movement as this will be appreciated not only by the present students of classic lore and languages, but by the student body in general and the faculty. Professor G. M. Lightfoot, head of the Department of Latin, expects a rapid filling in of the required membership and as one greatly interested has promised to make the time spent pass profitably and pleasantly. All those interested should see Professor Lightfoot as soon as possible.

W. J. NEWSOM, '23.

The Howard University Band.

WE are sure that we need not fear contradiction when we speak of an almost herculean task accomplished on this same hill-top last year. It was a task begun inconspicuously, but drawing numerous expressions of surprise, recognition and applause, as the driving power behind gathered impetus, finally finishing up in whirlwind ne'er to be forgotten style.

We speak of the situation faced by Sergeant Dorcy T. Rhodes, U. S. A., when detailed to our University last year to form the nucleus of a possible band. We say nucleus because many of the skeptical scouted any possibility of more material results for that season. There were very few men left at Howard, if any, who were thoroughly familiar with band instruments. This was situation number one; the other difficulties follow in order. Then there was the usual voluntary or involuntary undercurrent of antagonism among some of the student body, concerning the establishment of what they thought would take up more of their time in a compulsory way. Next, and by far from least, there was the lack of proper instruments and music, without which no musical organization can play. A plea for instruments and material was immediately sent to the War Department, and while there was no positive assurance that the request would be granted, as ordinance, Sergeant Rhodes continued very optimistic. In the interim, a multitude of difficulties, both of official red tape and organization, beset our band leader from all sides, during which time he had to exert much of the same diplomatic aggressiveness and untiring initiative which his comrades of the World War know him to have put forth "over there." Many of the well meaning but unthinking had to be persuaded as to just what a well balanced musical group such as a band might mean to the University, not only as a unit, but when co-ordinated with other campus activities. Of just what value the band was found to be may be well computed from its participation at the athletic activities of last year, all R. O. T. C. work, and the final and crowning triumphs at public concerts, with the Dramatic Club, and at the most glorious Commencement that old Howard has ever known.

Finally the requests for instruments was granted, and after they had arrived Sergeant Rhodes began his task of training a band. At that time he had only two experienced men capable of reading orchestral and band scores. His was the enormous responsibility, not of organizing a group of trained or semi-trained material into a smoothly running machine, but of training practically raw and untrained bandmen to render music before critical audiences of the then near future. Many of the denizens of the campus will verify my description given here, of the weird moans and discordant attempts of the members of the then embryonic band, which medley of sounds floated out to our ears day after day while they practiced their notes.

After a short while many of the students, realizing that an opportunity was offered them to learn to play standard musical instruments without an expenditure of tuition for such, rushed to take advantage of the instruction. Thus much interest was aroused, and rivalry for places in the band created. Later, regular credit in the Department of Physical Education was given to those who were consistent in their attendance at rehearsals.

The main purpose of this article is not to attempt to give a detailed account of the outcome of what some skeptically termed an impossible experiment. Sergeant Rhodes, one of the few colored graduates of one of the most famous schools of music in our country, came, saw, and conquered. Washington as a whole saw the results of his training and ability. It was he who during the World War was forced to train and equip his entire regimental band by personally soliciting contributions. After procuring instruments this same band, outfitted, trained, and directed by him, earned nearly a thousand dollars on its first public appearance.

This year Sergeant Rhodes is determined to have an even greater organization, and is expecting flawless official support of his work. It is expected that a tour will be made of some of the very important cities this season, and, judging by its past efforts, our band will give an excellent account of itself and win more unlimited praise for Old Howard and not least for our band leader.

W. J. NEWSOM, '23.

Notes on the Class of 1923.

THERE was a time when the members of the class of '23 made their first appearance on the campus as Freshmen "Honorable Juniors" they proudly call themselves today. One of their first acts on becoming Juniors was the organization of the class and election of members of the Students' Council. Following are the officers of the class and delegates to the Students' Council:

President—J. E. Smith.

Vice-President—Zelma Tyler.

Secretary—Mary E. Wright.

Assistant Secretary—Mary Belle Wright.

Treasurer—Purvis J. Chessom.

Sergeant-at-Arms—Alma Moore.

Critic—John J. Erskine.

Journalist—Samuel E. Lassiter.

Custodian—Clifford L. Clark.

Chaplain—Felix Anderson.

Councilmen—John J. Erskine, Jos. W. Nicholson, Edward A. Simmons and D. Ward Nichols.

On Friday evening, October 14, 1921, with the permission of Miss Hardwick, a get-together was staged in the Assembly Room of Minor Hall, at which time the following program was rendered:

First, an address was delivered by the President of '23. His subject was "The Occasion." In very eloquent words Mr. Smith congratulated the class on its progress. He also urged upon them the necessity of still co-operating for the common good.

The Program.

1. "The Occasion"President
2. Class SongClass
3. UnityL. H. Bryant
4. Violin Solo.....M. G. Edmonds
5. Co-operation Walter Harmon
6. Our Obligation as Juniors.....Helen I. Webb
7. Vocal SoloEarnest T. Hemby

Following the conclusion of the program an open discussion began, and at this point the members pledged themselves to support the administration of the University in its aims and also to put into practice those elements of culture which are essential to true manhood and womanhood.

The entertainment then terminated with the singing of the "Alma Mater."

LAW SCHOOL NOTES.

THE faculty, student body and law alumni all take pride in the fact that they have not been without representation in the notable events which have been taking place in the courts within the past three or four days.

In the District of Columbia Court of Appeals, Rev. Emory B. Smith, pastor of Lincoln Temple, and George A. Parker, class of 1919, and Ainsworth R. Rucker, class of 1921, appeared and were admitted to practice.

Among the 167 who were admitted to the Supreme Court bar were Cornelius H. Fonville, class of 1909, and Mr. A. R. Rucker, who has the distinction of being admitted to both courts within two days. With George I. Butts, who was recently admitted to practice in West Virginia, Mr. Rucker becomes the second member of this year's class to win admission to the bar.

UNDERGRADUATE OPINION.

"ON THE DIGNITY OF LABOR."

By Lewis K. McMillan, '22.

THE great truth of the creation is that God created the "world and all that in it is" for man. It matters not how long the creating process lasted or what means were employed; what was brought into being was meant for the happiness, the comfort and the realization of mankind. Jesus, in his ministry, made a special effort to demonstrate to the world this great truth. On one occasion he said to a group of bigoted Pharisees, "The Sabbath was made for man and not man for the Sabbath." Although many of the bananas, much of the sugar, a large portion of the potatoes, the lumber, the cotton, and many other different products never reach the ultimate consumer, they were all intended primarily for human consumption.

What does all of this mean? If it means anything at all, it is that any legitimate enterprise has as its object the satisfying of some human need. In fact, this is the only basis upon which any business scheme can justify its existence. Every bit of productive work which any member of society does, then, is a certain addition to the happiness and the enlargement of human lives.

God has so ordained it that there should be marked differences in the capacities of individuals, communities, states and nations. This has resulted in an all too obvious interdependence among all peoples. The higher the development of mankind becomes the more intense is this interdependence. Specialization is becoming so completely characteristic in all human undertakings that the entire human family is rightly regarded as being the body and the individuals its several organs. Whatever individuals or groups of individuals do in the line of betterment is a means of bettering and enlarging the whole.

There are large proportions of society who, either out of freedom of choice or sheer compulsion, engage in the less desirable occupations. Street cleaning, garbage hauling, mining and road building are only a few of these occupations. Although the continuance of such lines of work, which have already been outlined, is absolutely indispensable to health, happiness, and life, those people who engage in them are looked down upon as an inferior grade of humanity. There are those who even go so far as to say that it is to the best interests of society to keep a large proportion of its members ignorant and backward so that they might willingly do the undesirable work, whether consciously or not. Too many of us have grown to believe that the so-called common laborers really have no interests and that this class of men should be sacrificed for the sake of the group. This underestimating of the deserts of men and the disregarding of the sacredness of the human personality is, without doubt, the greatest evil in our present social order. To abolish this evil is to usher in "The New Era," "The Brotherhood of Man," "The Kingdom of God."

I can see but one solution of the many problems which are greatly disturbing the relations of men throughout the world. This is the acceptance of the fact of the interdependence and natural obligations of men. Such an acceptance as this will readily place the whole social scheme upon a basis of partnership. What will then become of the working man? He will finally be recognized as being an indispensable partner, an essential organ in the great body of mankind. All men shall then be considered upon an equal level, working for the common good of all. The

adoption of this scheme means the abandonment of selfishness and class distinctions. Interests will be centered in the group.

The present state of affairs demands that men get the right philosophy of life. There is a demand for thorough thinking and strong conviction. A change from the present state of affairs can be made only by those who ardently adhere to the principles in the new scheme of human relationship. Men must actually see that it is to the best interests of mankind as a whole that all men are given due recognition and that the human family comprises a highly specialized body, all organs of which are deserving the greatest care and the highest development.

It seems rather strange that the American people should adopt the policy of equal responsibility and a common cause in war and in peace time should absolutely abandon the policy. To my mind this is essentially a peace-time program. It is constructive. It has as its object the building of a truly great nation, the cementing of the relations of men upon the highest level possible, the purifying of the world.

Every man is a full member of the great human system. So long as any individuals or groups of individuals are disregarded and unjustly treated the entire system is unhealthy and unsound. God loves every one of his lowly creatures. He created each for a purpose and all for a common cause. Any social or economic system which fails to give due recognition to any group of men because they clean out the sewerage pipes or handle garbage is inconsistent with the principles of Christianity and is, therefore, unsound.

CHIEF JUSTICE TAFT DEFENDS STUDY OF LATIN IN UNITED STATES COLLEGES.

TODAY there will meet in Philadelphia a convention of scholars and educators to discuss and uphold the cause of cultural education. They will stand for the "humanities." Under the intelligent and energetic leadership of Dean Andrew West, of Princeton, this movement was organized and has gathered great strength. The flower of it will be in the coming meeting.

Origin of Protest.

Progress in the sciences and the necessity for preparing young men in those broadening fields of knowledge and activity led to a just protest against the narrow academic curriculum of the English and American colleges of seventy-five years ago, in which the time of the student for much of his course was largely taken up with the classics and mathematics. As the protest gathered force it became a crusade on the part of a large number of educators against the study by all students of the so-called dead languages, Latin and Greek, as useless and a waste of valuable time. The partisan advocates of a study of the sciences as a necessary part of secondary and collegiate courses joined with those who insisted that such courses should be devoted to studies especially preparing the student for his intended vocation in life. The science of psychology, the study of the processes and quality of the human mind has been much developed of late years and its principles have been applied to the theory of teaching. Pedagogy has become important and teachers' colleges have grown in strength and number.

Reformers' Zeal Extreme.

The enthusiasm of the reformer has appeared among a certain class of psychological pedagogues and has made them extremists in their denunciation of Latin and

Greek and algebra and geometry as a basis for an education. This school has attacked the study of these subjects as the Protestants did monkish abuses, as Luther did indulgences. They have found in their psychological laboratory analyses that there is no mental discipline gained by these studies; indeed, that there is no such thing as formal discipline of the mind and that the only important thing is "content," by which is meant, we may suppose, the substantive intrinsic information imparted to the mind. Having slain the dragon of the old college and secondary curriculum, the new school extremists have run riot in their development of new theories of education and in what it is not too much to call their fantastic generalizations based on what they deem to be the revelations of a new psychology.

Importance of Hard Work.

Teachers, especially those for the primary and intermediate grades, have been prepared for their important work by an insufficient secondary education, upon which have been superimposed courses in this new pedagogy of doubtful value on such a foundation. In all this the aim has been to make the "interest" of the pulpit the guiding star and to awaken his mind by pleasing his senses. The kindergarten method of training the child under six has been extended to the education of youth. Under such an impulse the demoralizing wholesale college elective system was introduced. From this all seem now to be withdrawing as a proved failure. The importance of hard mental work has been minimized. The ideal sought has been a wafting of the pupil on a flowery bed of ease to a complete education. The search is for labor-saving devices in study.

Even a layman can see that there is much confusion in modern educational theories and practice, that results are not justifying the rejection of every principle accepted as sound half a century ago, and that it is time for a wise reaction from radical and destructive pedagogical views and a restoration to the use of the community of some part of the wealth of experience of centuries in the progress of man to his present state of civilization and ordered knowledge.

Are Not Reactionaries.

The men and women who are to gather in Philadelphia tomorrow under Dr. West are not reactionaries in the sense that they would return to the curriculums of three-quarters of a century ago. They recognize that modern sciences and changed conditions in general knowledge and interest in material and social progress have required an enlarged opportunity and field of study for modern youth. But they do maintain that a young man or woman trained in a special vocational field through primary, secondary and collegiate courses without cultural and general study is not a well-educated person, and in the higher requirements of even that special calling will fail for lack of a broader foundation. They deny that there is no formal discipline and training of the mind by the study of one branch of knowledge which will be useful in the pursuit of any other. They insist that the thorough study of Latin and algebra and geometry does help the youthful mind by stimulating close mental attention and by enforcing logical deduction and induction and synthesis and analysis. Such study strengthens mental processes just as well-directed physical exercises strengthen the muscles of the body, and even if in after years the memory of the Latin or mathematics fades, the benefit in the training of the mind remains for use in every necessity for its use. They do not need a prophet from the realm of the new psychology to come and tell them how such studies affect the minds of students, for each one has his own laboratory of research on this subject in his own mental training and experience.

Helps in Study of English.

The most extreme of the new school must admit that a study and mastery of English are necessary to every education of an English-speaking person. Nearly half the words in the English language are of Latin derivation and a less number are from the Greek. One who knows the rules of Latin grammar has the best possible guide to English grammar which is less difficult. Study of Latin is far more helpful to a knowledge of good English than that of any modern language. On the other hand, a knowledge of Latin is a long step toward the acquisition of most European languages. Indeed, a study of Latin is a study of the stock from which English, French, Italian and Spanish come. No teacher of English in the schools is really competent who does not know Latin.

When we pass from the utilitarian arguments for the study of the classics to that based on their cultural value in the study of literature and history a host of competent witnesses can be summoned whose evidence is overwhelming. Dr. West has published a volume of the addresses delivered at the conference on Classical Studies in Liberal Education at Princeton in June, 1917, and has included in it statements from prominent Americans to show their high appreciation of the classics. The most striking of those addresses is that of Henry Cabot Lodge. It is a noble defense of the retention of the classics in the curriculum of institutions engaged in giving young men a liberal education.

The coming convention in Philadelphia will be a notable one. We can be confident that it will rally many more to the policy of retaining the classics as a most important factor in higher education.—*The Washington Post*, Wednesday, July 4, 1921.

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COUNTERWEIGHTS.

"That new recruit must have been a bookkeeper."

"Why so?"

"I just noticed him trying to put his bayonet behind his ear."

At dinner Sally had heard a member of the family use a "new word." That night Sally asked the trolley car conductor if he would procrastinate her at Twentieth Street. He did!

After the Exam.

"THE TROPIC OF CANCER is a painful incurable disease."

"MONARCHY is the state in which a man has but one wife."

"JOAN OF ARC was Noah's wife."

"GASTRONOMY is the study of the stars and heavenly lights."

"THE BARONS made King John sign Magna Carta."

"QUININE is the bark of a tree. Canine is the bark of a dog."

PROFESSOR: "What three words are used most among college students?"

WEARY FRESHMAN: "I don't know."

PROFESSOR: "Correct."

DRUG CLERK: "Did you kill many moths with those moth balls I gave you?"

DISCONSOLATE CUSTOMER: "No, I tried four or five hours, but I couldn't hit a one."

True Economy.

"I didn't know your little boy had to wear glasses."

"Well, y' know, he's not obliged to, but they were such a good pair of poor dear Henry's, and I thought it would be such a pity to waste them."

LADY (to prospective helper): "What do you charge per day?"

WOMAN: "Well, mum, two and a half if I eats myself, and two if you eats me."

An inspector was visiting a country school. He was asking some of the children questions. After a while he said to a junior class: "Now, I want some of you to ask me a question that I cannot answer." After a few vain attempts a small boy said: "Please, sir, if you were stuck in a pool of mud up to your neck and a brick was thrown at your head, would you duck?"

Graduation.

A maiden at College named Breeze,
Weighed down by B. A.'s and M. D.'s,
Collapsed from the strain;
Said the doctor, "'Tis plain
You are killing yourself by degrees."

STUDENT (writing home): "How do you spell 'financially'?"

OTHER STUDENT: "F-i-n-a-n-c-i-a-l-l-y, and there are two r's in embarrassed."

In a recent examination paper for a boys' clerical position was this question: "If the President and all the members of the cabinet should die, who would officiate?"

Robert, a boy of fourteen, thought for a time, trying in vain to recall who came next in succession. At last a happy inspiration came to him and he answered: "The undertaker."

"Does Jiggs own his house or does he rent it?"

"Rents it."

"How do you know?"

"He strikes matches on the paint."

MOTHER: "Now, Billy, say grace for your breakfast."

BILLY: "Tanks for my breakfast."

MOTHER: "Oh, Billy, that wasn't much of a grace."

BILLY: "Well, it ain't much of a breakfast."

It was a commencement day at a certain girls' seminary. The father of one of the young graduates was there, and on being presented to the principal was congratulated on his large and affectionate family.

"Large and affectionate?" he stammered.

"Yes, indeed," said the principal. "No less than twelve of your daughter's brothers have called during the winter to take her driving and sleighing, while your eldest son escorted her to the theatre at least twice a week. Unusually fine brothers they are."

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FOOTBALL SCHEDULE

Howard's schedule this year is quite heavy. Most of the important games, however, will be played away from home. The first game of the season will be played October 8th at Lynchburg, Virginia, against the Virginia Theological Seminary and College.

Other games on the schedule are:-

October 15—Agricultural and Technical College of Greensboro, N. C., at Washington.

October 22—Virginia Normal and Industrial Institute, of Petersburg, Va. at Washington.

October 29—West Virginia Collegiate Institute, at the Institute in West Virginia.

November 5—Shaw University, of Raleigh, N. C., at Washington.

November 12—Hampton, of Hampton, Va., at Hampton, Va.

THANKSGIVING DAY—Howard-Lincoln game at Philadelphia, Pa

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